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ABSTRACT

A curriculum guide for grade 8, the document is devoted to the occupational cluster "Hospitality, Recreation, and Personal Service Occupations." It is divided into four units: recreational resources for education, employment, and professional opportunities; barbering and cosmetology; mortuary science; hotel-motel management. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: consumer and homemaking (CE 001 042); communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); and transportation (CE 001 050). (AG)

GRADE 8: CLUSTER V
Hospitality, Recreation & Personal Service Occupations

ED 089013

HOSPITALITY RECREATION AND PERSONAL SERVICE OCCUPATIONS

CE001 051

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Presidential Building
415 Twelfth Street, N.W.
Washington, D.C. 20004

CAREER DEVELOPMENT EXEMPLARY PROJECT

An Interdisciplinary Course of Study for Grades Seven and Eight

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CAREER DEVELOPMENT EXEMPLARY PROJECT

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GRADE 8

CAREER CLUSTER MODULE

V

HOSPITALITY, RECREATION, AND PERSONAL SERVICE OCCUPATIONS

UNITS/TOPICS

1. Recreational Resources for Education, Employment, and Professional Opportunities
2. Barbering and Cosmetology
3. Mortuary Science
4. Hotel-Motel Management

Numbering System

8 = Grade Level
V = Cluster Number
565 = Page Number in Total Series

CAREER DEVELOPMENT CURRICULUM GUIDE: GRADE 8

CLUSTER/MODULE: HOSPITALITY, RECREATION, AND PERSONAL SERVICE OCCUPATIONS

PURPOSE:

To make students aware of the employment opportunities and resources available in the career fields of hospitality, recreation and personal services.

To stimulate interest in following through occupational information, by active exploration of career opportunities.

To broaden the students' concepts of the structural aspects of each of these areas -- hospitality, recreation, and personal services.

To broaden students' exposure to personal benefits gained from the use of resources pertaining to hospitality, recreation, and personal services.

SYNOPSIS:

Through the acquaintance with the careers in the fields of hospitality, recreation, and personal services, students will be aware of the impact that such experiences will have on their future work and leisure time.

By the time today's high school graduate reaches the midpoint of his career, Americans will be living in a leisure-oriented society. Technicians and professionals trained in the leisure fields will constitute a new generation of important leaders in America.

For the first seven years, the school tells the student what courses to take. When the pupils reach grade eight, we start asking them to make some decisions on their own. At the same time, we combine skills and techniques in language arts, social studies, science, mathematics, home economics, industrial arts, art and music to emphasize the importance in finding their academic as well as their vocational bearings. The barbering trade can answer both demands. Cosmetology and mortuary science careers may prove equally rewarding.

The topics in this cluster are:

1. Recreational Resources for Education, Employment, and Professional Opportunities

SYNOPSIS --Continued

2. Barbering and Cosmetology
3. Mortuary Science
4. Hotel-Motel Management

HIGH IMPACT ACTIVITIES:

1. Visit Phelps Vocational School of Barbering.
2. Visit Mary Margaret Washington School of Cosmetology.
3. Play records depicting the life of the barber: "The Marriage of Figaro" and "The Barber of Seville".

COMMON RESOURCES:

1. United States Park Service
2. District of Columbia Recreation Department
3. Y.M.C.A. and Y.W.C.A.
4. Phelps Vocational School
5. SRA Occupational Brief
6. Occupational Outlook Handbook
7. Occupational Opportunities

Topic: Recreational Resources for Education, Employment and Professional Opportunities.

Purpose: To make students aware of the recreational resources available and the employment opportunities therein:

a. Youth Programs
b. Adult Programs
c. Special Events
d. Special Programs
   1. Community Mental Health
   2. Program for the Mentally Retarded
   3. Handicapped
e. Special Services
   1. Community Use of School Facilities
   2. Picnic Permits
   3. Other Permits
f. Facilities
   1. Recreation Units
   2. Swimming Pools
   3. Tennis Courts, Etc.

To explore occupational opportunities within the recreational resources.

To broaden the students' concepts of recreational resources, organization, functions, financing, and of the many uses of leisure time.

Main Ideas:

1. Recreation involves recreational resources. Many, if not most, recreational activities, require the availability or access to resources -- equipment and facilities.

Career Opportunities:

1. Unskilled

   custodial worker
   groundskeeper
   laborer
   steam table attendant

2. Semiskilled

   athletic equipment salesman
   boy and girl scout worker
   camp counselor
   counter man, bowling alley

Career Opportunities -- Continued

2.
- leisure marketing specialist
- life guard
- masseuses
- park guide
- recreation information specialist
- recreation-therapy aide
- recreation/tourism vehicle operators
- volunteer workers
- zoo security

3. Skilled

- athletics trainer
- camp director
- concession operator
- child care supervisor
- field judge
- park naturalist
- playground director
- professional athlete
- program director -- YWCA
- referee
- recreation specialists (sports, dance, arts and crafts, music, etc.)
- recreation safety specialist
- recreation facility manager (ski, marina, etc.)
- scout executive
- sports announcer
- sports writer
- umpire
- youth counselor

4. Professional

- community relations consultant
- landscape architect
- occupational therapist
- parks director
- physical education director
- physical education teacher
- recreation director
- recreation instructor
- recreation planners/ designer
- recreation geographer
- therapeutic recreation specialist
- urbanologist

GRADE 8

CAREER CLUSTER MODULE

V

HOSPITALITY, RECREATION AND PERSONAL SERVICE OCCUPATIONS

Unit/Topic 1 - Recreational Resources for Education, Employment and Professional Opportunities

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation and Personal Services
Recreational Resources for Education, Employment and Professional Opportunities

LANGUAGE ARTS

Purposes:

To explore possible careers that may develop from hobbies and recreational interests.

To realize that a successful person's life work is often related to his favorite pastime.

To think seriously about a future career.

To develop increased competence in total language arts skills.

To learn the key factors in biography as a literary form.

To appreciate the fact that successful people capitalize on both interest and skills.

To improve graphemics skills through film and book reviews.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. Supply information both orally and in writing on six or more careers directly related to recreational resources.

2. Explain why a person's natural interest and love for a pastime supports a related career choice.

3. Write a personal essay of 200 words on "Today's Choice for Tomorrow: What I Want to Be".

4. Demonstrate increased performance skills in reading, writing, speaking, and listening.

5. Evaluate biographical selections (film and print) by applying key factors in biography and graphemics skills.

6. Speak on the subject, "How Interest and Skills Insure Successful Careers."

Objectives -- Continued

7. Organize a report on recreation as a path to educational, employment and professional opportunities.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. See films listed here to learn how careers can develop from hobbies and various recreational interests:

   a. "Aptitudes and Occupations". (16 min.) Coronet.
   b. "How to Investigate Vocations". (11 min.) Coronet.
   c. "The Photographer". (26 min.) Norwood Films.
   d. "Beginnings". (29 min.) World Book Encyclopedia. How an interest in pastime reading can lead to a satisfying career as a librarian.
   e. "Biography of a Rookie". (55 min.) Sterling Educational. The life of Willie Davis shows how an interest in sports can develop into a worthwhile career.
   f. "Audubon: Nature Lover". (58 min.) Indiana University. Audubon's life shows the relationship between a hobby and a lifetime occupation.

2. Prepare three-minute film reviews explaining how a person's natural interests can support worthwhile career choices.

3. Present three-minute film reviews to the class.

4. See the following films to gather data and insights related to unit objectives:

   a. "Of Time, Work, and Leisure" 29 min. NET, Audio-Visual Center, Indiana University, Bloomington.
   b. "Developing Your Character Now" 11 min., Coronet.

Activities -- Continued

c. "Leaders for Leisure" 21 min. Athletic Institute,(U. of Iowa).
d. "Skilled Swimming: 27 min., (U. of Wisconsin).
e. "Camping, Key to Conservation" (23 min., Indiana University).
f. "Workout" (horses) 9 min. Australian News and Information Bureau, 1967.
g. "Horsetalk" 24 min. Hollywood Park Racetrack.
h. "Outboard Fisherman" 27 min. Bureau of Commerical Fisheries, Department of the Interior.
i. "Sports, Vol. I and II" (Twining School Catalogue, #2031 and #2032).
j. "Sports Cars: The Rage to Race" 23 min. George K. Arthur Co. Pictures. Made and released by Encyclopedia Britannica, 1964.
k. "Skyscrapers" 8 min. Winik Films Corporation, released through Paramount Pictures.

5. Prepare biographical sketches of persons seen on film who turned hobbies into careers. Read to class. Apply the four factors of good biography.

6. Participate in a school essay contest (English teacher may wish to organize and direct the contest, inviting appropriate judges from the community at large). Two scores are earned by each student: one on written form and content of the essay; one on oral presentation of the essay. Title of essay, assigned to all English students is "Today's Choice for Tomorrow: What I Want to Be" (200 words).

7. Work on a classroom bulletin board that organizes the content of this cluster and unit: prepare for display -- film reviews, essay contest entries, book reports on biography, written analyses of biographical films and books.

8. Use the library independently. From a teacher

Activities -- Continued

handout of books on outstanding persons who developed hobbies into profitable occupations, choose a selection to read, then write a report.

9. Participate in a short series of lecture/demonstration lessons by the teacher on applying key factors in biographical analysis: thematic unity, authenticity, explicitness, veracity.

10. Take a performance test (extemporaneous oral work) on the material in this unit. For example, students might be asked to select a topic from a pre-structured group of topics written on file cards by the teacher. Topics like following might be used:

    a. How natural interests support careers.
    b. Some enjoyable careers related to hobbies.
    c. My biography, 1989.
    d. How to write a good biography.

11. Participate in a "playday" as a culmination to this unit. Each student must prepare a contribution: ideas might be a sports demonstration; an interesting hobby demonstration; a speech; a homemade film; a research paper. (The English classes may wish to organize this activity for the auditorium: be sure to make it more than simply physical activity).

Materials:

1. Odds and ends requested by individuals for "play-day" presentations
2. Films for Activities #1 and #4
3. Teacher handout directing library research assignment on men who have made profit from their hobbies
4. Prizes for essay contest
5. Typewriters for children wishing to type contest entries
6. Letters, colored paper, pins, rubber cement for children to mount and display bulletin board products

Materials -- Continued

7. Ribbons, awards for evaluation of book reports on library reading of biographies (colored ribbons can be attached to papers of students by the teacher as children complete reports and display them on the classroom bulletin board)
8. Teacher-made materials on key factors in biographical analysis
9. Teacher-made performance test (cards listing a variety of topics related to the data and skills on this unit)

Notes:

Tie-Ins with Specific Career-Related Skills

New self-awareness, self-confidence through language art skills, knowledge of jobs related to hobbies, more positive attitudes toward the value of work, personal pride through achievement of multiple school activities, increased interest in intellectual competition and reward, more awareness of relationship between today's effort and tomorrow's success.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Recreational Resources for Education, Employment and Professional Opportunities

MATHEMATICS

Purpose: To show the students that all forms of recreation relate to mathematics either through algebra or geometry or both.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Identify and use appropriate formulas for perimeter, area, and volume to solve meaningful problems.
2. Measure distances using the ruler, meter stick, and yard stick.
3. Find the missing element in all three types of percentage problems.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Count the number of recreational facilities in the vicinity of the school and their neighborhood and determine the amount of space used for recreational purposes. The students are to find out the amount of space making up their neighborhood and are to calculate the per cent of space allocated to warm weather activities such as tennis, swimming pools, picnic areas, etc.
2. Design a checkboard from varying size areas. They are to then calculate the size of each square and the size of each circular checker for the given square in the English and Metric Systems. Tie-in with Industrial Arts.
3. Create a crossword puzzle using the mathematical terms.
4. Design other games involving geometry such as shuffleboard, darts, etc. and calculate the size of each individual area needed for the game in the English and Metric Systems.

Materials:

1. Information on the size of recreational areas in their neighborhood.
2. Meter sticks, rulers, tape measures, yard sticks

Notes:

Tie-Ins with Other Subject Areas

Physical Education - provide necessary information on recreational activities.
Social Studies - information about the school neighborhood.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Recreational Resources for Education, Employment, and Professional Opportunities

SCIENCE

Purpose:

To widen pupils' horizons as to the provision for their lives and for future lives in setting aside lands for use in recreation and appreciation of natural beauty.

To help them learn to make a biological assessment of their surroundings.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. State the purpose in holding some lands for the use of the public.
2. Differentiate between land held for playground use and that held for esthetic appreciation like nature study and light physical activities.
3. State what kinds of surfacing make the best blacktop or hardtop covering for playgrounds.
4. State briefly some simple ecological relationships in a park.
5. List the background experiences a person must have to be a leader or counselor in a summer camp.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Show the discussion-starting film #2352 "Free House" without much introduction. Draw the pupils out after this viewing as to their thoughts. Could they understand the boy's position and feelings? List the conflicting points of view on the board. What are some solutions to these conflicts?
2. List the playgrounds and parks in their neighborhoods and within the radius of a mile from the school. What is the acreage of each? What recreational activities take place at each park? What activities would you like to see

Activities -- Continued

take place there that do not now occur? Is the park or playground suitable for that type of activity? If not, what would need to be done to make it suitable?

3. Discuss with your teacher the kinds of city playground coverings: macadam, dirt, grass, cement, astroturf, etc. Which kind of covering gives the best usage for the money? How is it cared for? Give teams of pupils a small amount of cement, sand and gravel and have each team mix up a batch of cement (use disposable plastic milk jugs or cartons). Spread this in wooden forms on one unused corner of the playground. Initial it. Teach them the simplified chemistry of cement. See references. Let them observe the heat of the chemical change (feel; thermometer). Tie-in with Industrial Arts.

4. Form a team of pupils to demonstrate mixing macadam; place it in a form near the cement forms. What are the relative hardening times of the two materials?
Quest. Report on the manufacture and use of astroturf; also its assets and liabilities.

5. Discuss with the class the value of a city park that is largely trees and shrubs without ball-playing fields. Help them realize the esthetic appreciation of living plants, birds, and squirrels. Point out the contribution to the oxygen-carbon cycle through photosynthesis. Express this relationship between respiration and photosynthesis in word equations, not formulas. Do a simple experiment in photosynthesis with young bean plants or geraniums. Show the film #690, "Gift of Green". Discuss it. Summarize with the vital function green plants play.

6. Think of a summer camp or day camp experience that

Activities -- Continued

he had and a counselor or leader whom he liked. List on paper the qualities of that leader that made him likable. What did he do? How did he act? What activities did he initiate that were enjoyable? Show a film on activities of a summer camp: "Camping: A Key to Conservation" (ref.). Analyze the leader shown in the film for his good qualities. Discuss pupil lists under both shared film experience and their own camp recollections.

7. Field Trip: Arrange a field trip to the National Capital Parks Nature Center, Oregon Avenue at Military Road. Ask for the Ecology Hike through the wooded area there led by a Naturalist. Have pupils take notes and discuss the hike with the Naturalist. When back at school draw up the strong points of that particular Park Service leader. Would he seem to be one who would make a good camp leader?

8. Discuss experiences a teenager should have to be ready for summer work as a counselor-aide or counselor-in-training. See the references for a list of summer opportunities as leaders in the parks program. Write to private camps for job applications to see what experiences they ask for. Look up the requirements for Patrol Leader and Eagle Scout or its equivalent in the Scouts and Campfire Girls programs.

Materials:

1. Cement
2. Gravel
3. Sand
4. Trowel
5. Spade
6. Wooden sticks for stirring
7. Films (from Twining (D.C.) Media Center
   a) #2362 "Tree House" C, 9 min., I-J
   b) # 690 "Gift of Green" C, 18 min., S
   c) #1738 "Photosyntheses and Respiration Cycle, The" B, 14 min., S.
   d) "Camping: A Key to Conservation. Indiana University, 1964 (22 min.) Color. el-a.

Materials -- Continued

e) "Woodland Manners." U.S. Forest Service. 1952 (20 min.) Color jh-a.

2. Books and Pamphlets

a) Dull, Charles E., Metcalfe, H.C., and Williams, J.E. Modern Chemistry, New York, Holt, Rinehart, and Winston, Incorporated, 1962.

b) Otto, James H., and Towle, Albert. Modern Biology, New York, Holt, Rinehart, and Winston, Incorporated, 1965.

c) The National Parks, The National Forests: Their Purpose and Management. U.S. Department of Agriculture. Washington, D.C. Government Printing Office, 1969, #346-125/238.

d) Pamphlets from the U.S. National Park Service describing summer youth opportunities. Order From U.S. D.I.

e) Beck, Helen L. Going to Camp, New York: Stephen Daye Press, 1950.

f) Beker, Jerry. Training Camp Counselors in Human Relations, New Association Press 1962.

g) Biological Sciences Curriculum Study. Biological Science: Patterns and Processes, New York, Holt,Rinehart and Winston, Incorporated, 1970.

h) Mattson, Lloyd D. Camping Guideposts, Chicago, Moody Press. 1962.

i) McNally, Tom. Camping for Boys and Girls, Chicago. Follett Publishing Company, 1966.

j) Northway, Mary L. ed. Camp Counselors Book, Minneapolis, Minnesota,Burgess Publishing Company, 1963.

k) Otto, James H. and Towle, Albert. Modern Biology, New York, Holt, Rinehart, and Winston, Incorporated, 1965. or any other biology text for the phyla of plants and animals.

l) Seasonal Employment. U.S. Department of the

Materials -- Continued

Interior, National Park Service, Washington, D.C. Government Printing Office, 1971. 435-398/44.

m) Volunteers in Parks. U.S. Department of the Interior, National Park Service, Washington, D.C. Government Printing Office, 1971. 435-402/92.

n) The Youth Conservation Corps, A Status Report. U.S. Department of the Interior, Washington, D.C. Government Printing Office, 1971, 904-493.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Recreational Resources for Education, Employment and Professional Opportunities

SOCIAL STUDIES

Purpose:

To make the students aware that worthy use of leisure time can lead to exciting career opportunities.

To make students aware of the recreational resources in the immediate area.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. Identify the special role and contributions of minorities in the various areas of commercial recreation.
2. List some of the many and varied recreational activities provided in the Washington area.
3. List some of the career opportunities in recreation.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Individual Quest: Research and report to class on forms of recreation in early America.
2. Make a chart showing the approximate work-leisure ratio in early America in contrast to that which exists today and explain the reasons for the difference.
3. Small Group Quest: Students will research and report on the leisure time activities of the planter class prior to the Civil War and contrast it with that experienced by those in bondage.
4. Make a bulletin board display of how America spends its leisure time today.
5. Form a small group to make a map of the District of Columbia which depicts public (free) recreational sites; place an asterisk by those that require a fee for admission. Determine the distance from the school.

Activities -- Continued

6. Roleplay what may happen in a crowded neighborhood when no recreational facilities are available.

7. Discuss: "Which is more beneficial -- open spaces or taxable building?" Each student should prepare a pro and/or con argument for class presentation.

8. Make a chart illustrating the types of opportunities related to the recreational field. This should show:

   a. title of job - job description
   b. training required
   c. hours per day
   d. salary per week or month

9. Play the game, "Find the Job." The teacher and students will collect and display pictures, show filmstrips and or movies which involve recreation. Selected ones will be duplicated or reproduced and issued to each student. The assignment is to find as many job opportunities as possible related to the activity. The one who discovers the greatest number wins the game.

10. Write an essay on the title "My Job_____." The blank could include, for example:

    a. at a Ski Resort."
    b. at a Professional Football Game."
    c. at Laurel or any other Race Track."
    d. in D.C. or other Department of Recreation."

    NOTE: In this essay the student will describe a day's activities and explain why this is important. Tie-in with Language Arts.

11. Collect pamphlets and brochures of private recreational resources in D.C. and nearby states and make inquiries through letters and telephone calls concerning job opportunities available at selected spots.

Activities -- Continued

12. Write to the Department of the Interior to explore careers in the Federal government in recreation. Tie-in with Language Arts.

13. Explore job opportunities for youths related to the Summer-in-the-Parks Program. Obtain a calendar of activities from the D.C. Department of Recreation.

14. Research and discuss careers in:
    a. recreation for fun.
    b. recreation for the handicapped (physically).
    c. recreation for the mentally retarded.

    Emphasis will be placed on the special skills and personality traits essential to success in these special areas.

15. Plan a program which will highlight the history of Blacks in sports and recreation. Special emphasis should be placed on how participation in organized sports has helped in combating prejudice and discrimination.

16. Research and explain the place of sports in totalitarian states and report the finding to the class. For example:

    a. Communist Russia
    b. Cuba (Castro)
    c. Germany (Hitler)
    d. Communist China

17. Individual Quest: Research and report to the class on the unique role of the Harlem Globetrotters in sports.

18. Check the Yellow Pages for health spas and recreational facilities in the D.C. area and make inquiries as to the job opportunities related to each.

19. Write a composition on how sports and adequate recreational facilities enhance unity and

Activities -- Continued

brotherhood. Tie-in with Language Arts.

20. Individual Quest: Research and report on forms of recreation in various parts of the country. Example: Vermont - skiing; California - surfing, etc.

21. Individual Quests: Research and report to the class the role of Federal and State governments in the area of recreation.

Materials:

1. Books, Pamphlets, etc.
   a) Bollins, John C. and Schmandt, Henry. The Metropolis, Its People, Politics and Economic Life, Harper and Row, Inc., 49 E. 33rd Street, New York, New York, 10016
   b) Dicker, David, M.A. Your City (Problems, Problems) a research and discovery book. William H. Sadler, Inc. 1971, New York, New York. (Contains exercises on recreation).
   c) Dulles, Foster R. A History of Recreation, New York, New York: Appleton Century Crofts, 1965.
   d) Madon, Pauline. Recreation in America (Reference Shelf), Vol. 2, New York, New York: H.W. Wilson Company, 1965.
   e) Moehm, Mrs. Jeanne S. "Family Life," Agricultural and Home Economics Extension Service. U.S. Department of Agriculture and University of Maryland, College Park, Maryland.
   f) Genne, Elizabeth and William. "Camping with the Family," Public Affairs, pamphlet #338, Public Affairs, 381 Park Avenue South, New York, New York 10016.
   g) Stevens, Roger L. et al. "The Business of Culture", Saturday Review, February 28, 1970.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation and Personal Services
Recreational Resources for Educational, Employment, and Professional Opportunities

BUSINESS EDUCATION

Purposes: To give students an opportunity to expand their knowledge and personal experience in recreational activities.

To give students additional skills and practice in setting up tabulated content at the typewriter pertaining to recreational activities, costs, and employment opportunities.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Set up and type a rough draft content pertaining to recreation from at least a three column table using correct vertical and horizontal centering techniques.

2. Describe in manuscript form at the typewriter the educational and/or employment opportunities available through one form of recreation.

3. Discuss on an informal basis within a panel group format various aspects such as cost factors, time element, accessibility, training, equipment requirements, etc. of one form of recreation available for use in leisure time.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Distribute different pictures of various recreational activities and have students type on the picture why such an activity does or does not appeal to him.

2. Type as many recreational activities as they can think of within a certain time limit. Winners read off their lists (set tab stops before starting activity so students can review basic skill techniques involved in using the various tabulation mechanisms on the typewriter).

3. Select one recreational activity of their

Activities -- Continued

choice and explore the educational or employment opportunities available through this form of recreation. Data will be typed in manuscript form.

4. Discuss in panel fashion the many facets of specific recreational activities. Panel members might discuss costs involved in activity, training needed, equipment and dress requirements, physical or mental attributes, practice, etc.

5. Resource person. Have Joe Coles or other representative from the D.C. Department of Recreation talk to the class on the availability of recreational facilities and how these facilities are financially supported.

6. Attend or participate in a recreational (leisure time) activity which is new to them and report experience to the class.

7. Collect articles from the newspaper on a specific recreational activity and make up a file.

8. Report to the class the recreational activities that their families as a group or on an individual basis participate in. Indicate the time and cost involved in the activities.

Materials:

1. Books
   a) Cook, Fred, Morrison, Phyllis, Trytten, John, and Leslie Whale. Gregg Junior High Typing. New York: McGraw-Hill (Gregg Division) 2nd ed., 1965. (Section on tabulation and tables.)
   b) Wilhelms, Fred, Heimerl and Jelley. Consumer Economics. 3rd ed. Gregg Division McGraw-Hill 1966. (Part 30, "Your Future in a Changing Economy", 463-464).

2. Pamphlets
   a) Consumer Education Programmed Learning

Materials -- Continued

Instruction Booklets (Using Leisure Time, Energy, and Money). Delta Pi Epsilon National Office, Gustavus Adolphus Collegs, St. Peter, Minnesota.

3. Magazines
   a) Recreation Summertime 1971. D.C. Department of Recreation 3149 Sixteenth Street, N.W. Washington, D.C. 20010.
   b) Barry, Herman. "Community School": "New Thrust in Education". Educational Leadership. January, 1971, Vol. 28. pp. 419 - 23. (Teacher reference only.)

Notes:

Tie-Ins with Other Subject Areas

Language Arts -- Activities 4,5,6,7 and 8.

Social Studies -- Relationship of taxes to various recreational resources.

Tie-Ins with Specific Career Related Skills

Skill in typing and setting up rough draft material into tabular form is important in occupations such as recreational program director, clerk typists employed in any sort of recreational service.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Recreational Resources for Education, Employment, and Professional Opportunities

HOME ECONOMICS

Purpose:

To explore the occupational opportunities and resources available.

To alert the students to the fact that knowledge in this area can be enjoyable and profitable to all, since leisure time is a definite part of our society.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. State some of the occupational opportunities in this area that are related to this topic.
2. State several of the special skills developed in home economics that can be useful in careers and the planning of leisure activities.
3. Demonstrate improved research skills, especially abstracting published and nonpublished material.
4. State the value of recreation in daily living.
5. Perform initial research related to careers of interest.
6. Solve verbal problems connected with certain career and leisure time.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Resource persons: Conducting rap sessions with resource persons on training requirements for certain positions.
2. View the film, "Park on Our Block". Note career opportunities connected with this.
3. Make a bulletin board depicting activities which take place at certain recreation areas. List the ones related to home economics.
4. Teacher-led discussion. Discuss peer and family influence on careers and recreational activities.

Activities -- Continued

5. Role play: a. rehabilitation specialist at a playground with certain children; b. youth counselor at a camp; c. manager of a recreation area in Washington, D.C.; d. community food consultant; e. director of games at a playground; and, VISTA worker.

6. List some of the basic facts which each of the above careerists should know and practice in order to be successful, and the types of problems each might confront.

7. Read and discuss the pamphlet "Recreation as a Career."

Materials:

1. Booklets
   a) Recreation as Your Career and Safety Education as Your Career. American Association for Health, Physical Education, and Recreation, Department of the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.
   b) Guide to Books on Recreation. National Recreation and Park Association 1700 Pennsylvania Avenue, N.W., Washington, D.C. 20006.

2. Film
   "Park on Our Block, A" (1970) 16 mm Sound (20 min.). This film takes the audience through the evolution of a park tailored to community requirements. It shows how the city of New York brought citizen involvement into recreation planning. Two weeks advance booking and return postage required. ORDER FROM United States Department of Housing and Urban Development, 1212 Avenue of the Americas, New York, New York 10036.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation and Personal Service Occupations
Recreational Resources for Education, Employment and Professional Opportunities

INDUSTRIAL ARTS

Purpose: To show how recreation (athletic) combined with education can lead to a successful career.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Classify the areas of athletics where scholarships are available.
2. State the mental and physical requirements necessary for success as an athlete.
3. Identify future professional careers made available through recreational pursuits, e.g. recreational supervisor, physical education teacher, playground director, dance teacher, government worker, handicrafts teacher, scientist, park policeman, coach, referee, umpire, sports writer, field judge, sports announcer.
4. State the importance of recreation.
5. Classify the kinds of recreation.
6. Identify the industrial arts activities involved in recreation.
7. Identify the state, federal, and private organizations concerned with recreation.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Resource Persons: Invite professional athletes from the Bullets, Redskins, etc. to discuss their careers with interested students.
2. Resource Persons: Invite area high school coaches to discuss college scholarship programs.
3. Write research paper on the mental and physical requirements to break into college professional careers.

Activities -- Continued

4. Field Trip: Visit an area professional athletic headquarters and interview the head and assistant coaches and players concerning careers after they complete their playing and coaching years.

5. Write letters to the various professional leagues requesting information about players after they left the sport.

6. Listen to and discuss the importance of recreation with the physical education teacher.

7. Field Trip: Take a tour of the D.C. Recreation Department playgrounds and observe industrial arts activities in leather, plastic, wood, modeling, metals, amateur radio, and electricity.

8. Write and publish a directory of D.C., Federal and private organizations providing opportunities in recreation.

9. Write job descriptions for recreational workers.

GRADE 8

CAREER CLUSTER MODULE

V

HOSPITALITY, RECREATION AND PERSONAL SERVICE OCCUPATIONS

Unit/Topic 2 - Barbering and Cosmetology

Topic: Barbering/Cosmetology

Purpose: To acquaint students with the many facets of barbering and cosmetology occupations.

Main Ideas:

1. Barbers or cosmetologists who run their own shops have responsibilities common to many small businesses.
2. Barbers/cosmetologists need not fear automation; neither do they have to face a compulsory retirement age if they run their own shops.

Individual and Small Group Quests:

1. Write a paper on one of the following topics:
   a. History of Barbering or Cosmetology
   b. Barbering or Cosmetology as a Career
2. Interview different members of the profession at work and write a précis on the visit.
3. Play and listen to two records depicting the life of barbers: "The Marriage of Figaro" and "The Barber of Seville."
4. Make magazine depicting different hair styles and originate "catchy" statements about each.
5. Prepare a bulletin board or collage of the pictures in #1.
6. Create a show with classmates on various hair styles. Let different students describe different styles and give the reason for the particular choice.

Career Opportunities:

1. Unskilled
   - custodial worker
   - shoeshine attendant
   - shampoo girl
2. Semiskilled
   - cosmetic salesman
   - cosmetician
   - manicurist

Career Opportunities -- Continued

2. receptionist-cashier
model

3. Skilled

apprectice barber
cosmetologist
hairpiece stylist
hairstylist
health inspector
laboratory technician
make up artist
make up consultant

4. Professional

bacteriologist
chemist
dermatologist
instructors, cosmetology and barber schools
nutritionist
registered barber and shop manager

LANGUAGE ARTS

Purposes:

To appreciate barbering and cosmetology as respectable service occupations.

To learn about the professional rewards of barbering and cosmetology, especially shop management.

To develop research skills as they apply to both career investigation and to English skills.

To extend overall language competency.

To improve social interaction skills and to reinforce positive attitudes toward service occupations.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. Talk and write about the different activities included in barbering and cosmetology.
2. List 10-15 rewards associated with barbering or cosmetology careers.
3. Name periodicals and reading references where detailed information on barbering or cosmetology can be found.
4. Find answers to research questions within eighth grade time standards.
5. Conduct a simple interview as a research technique.
6. Demonstrate grade-level competence in reading, writing, speaking, listening on teacher-made tests of verbal ability.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Write creative essays on barbering or cosmetology as a satisfying career choice.
2. Make a list for bulletin board display of rewards in barbering or cosmetology.
3. Prepare and present three-minute skits to the class on finding information on barbering or cosmetology

Activities -- Continued

(one student impersonates a school counselor; a second student comes to the counselor's office confused on how to go about finding data on a career in barbering. The dialogue reveals a variety of information sources.)

4. Write to barbering associations and publishing houses to obtain detailed materials on barbering or cosmetology as a profession, using the following research references:

   a. National Association of Barber Schools, Incorporated 750 Third Avenue, Huntington, West Virginia 25701.

   b. Associated Master Barbers and Beauticians of America, 219 Greenwich Road, P.O. Box 17782, Charlotte, North Carolina.

   c. Mr. Anthony Ingemi, Director, Vaughn Barber School, 309 Third Avenue, New York, New York.

   d. Mr. Carole A. Foryst, Managing Editor, Men's Hairstylist and Barber's Journal, 16 West 46 Street, New York, New York 10036.

   e. Mr. Joseph N. De Paola, President, The Journeymen Barbers, Hairdressers, Cosmetologists, and Proprietors International Union of America,1141 North Delaware Street, Indianapolis, Indiana 46207.

   f. Request multiple copies of brochure, Careers in Beauty Shops and the Beauty Shop Owner, 2nd edition, 1971: Research Monography No. 54, Institute for Research, Chicago, Illinois.

   g. Write to Government Printing Office, Washington, D.C. 20402 for class supply of old reprints: Employment Outlook for Barbers and Cosmetologists (Occupational Outlook Reprint Series #1255-11, 1968-69).

   h. PERIODICALS

      1) American Hairdresser (monthly), Service Publications, Incorporated, 16 West 46th Street

Activities -- Continued

New York, New York 10036.

2) Beauty and Barber Dealers World (bi-monthly), Bonomo Culture Institute, Incorporated, 1841 Broadway, New York, New York 10023.
3) Beauty Fair (quarterly), Bonomo Culture Institute, Incorporated, 101 West 103rd Street, New York, New York 10001.
4) Hairdressers and Cosmetologists Review (monthly), Beauty Trade Publishing Company, 5744 Knox Avenue South, Minneapolis, Minnesota 55419.
5) Journeyman Barber, Hairdresser and Cosmetologist (monthly). Journeyman Barbers, Hairdressers and Cosmetologists International Union of America, 1141 North Delaware Street, Indianapolis, Indiana 46207.
6) Master Barber and Beauticians Magazine (monthly), Associated Master Barbers and Beauticians of America, 537 South Dearborn Street, Chicago, Illinois 60605.
7) Men's Hairstylist and Barbers Journal (monthly), Service Publications, Incorporated, 16 West 46th Street, New York, New York 10036.
8) Modern Beauty Shop (monthly), 300 West Adams Street, Chicago, Illinois 60606.
9) National Beauty School Journal (monthly), Milady Publishing Corporation, 3839 White Plains Road, New York, New York 10467.

g. ASSOCIATIONS

1) Beauty and Barber Supply Institute, 16 W. 46th Street, New York, New York.

2) Journeyman Barbers, Hairdressers, Cosmetologists and Proprietors International Union of America, 1141 N. Delaware Street, Indianapolis, Indiana 46207.

3) National Association of Cosmetology Schools, Incorporated, (NACS), 3839 White Plains Road, Bronx, New York 10467. Get state licensing requirements and possible career choices in cosmetology.

4) National Beauty and Barber's Manufacturer's

Activities -- Continued

Association, Incorporated, National Press Building, Washington, D.C.

5) National Hairdressers' and Cosmetologists' Association, 175 Fifth Avenue, New York, New York 10010. Ask for colorful leaflet: Cosmetology as a Career.

6) National-Interstate Council of State Boards of Cosmetology (address changes with election of new president. For information on current address write National Association of Cosmetology Schools, Incorporated, 3839 White Plains Road, Bronx, New York 10467).

5. See the entertaining film "The Barber Shop" (21 min.), a W.C. Fields kind of presentation: prepare a one-minute speech for the class telling how the humor elevates barbering as a service profession rather than degrading it.

6. See the slides and study materials by Anthony B. Colletti. Cosmetology: The Keystone Guide to Beauty Culture: (1969 Keystone Publishers, Incorporated, 1657 Broadway, New York, New York).

7. Prepare a five-minute demonstration for the class on some aspect of barbering or cosmetology (kinds of scissors used; types of sprays; how to cut an Afro; chemicals used to curl/uncurl hair; types of hair, etc.) Use two major research techniques in preparing the barbering/cosmetology demonstration:

   a. books (library research)
   b. personal interview

   (If books are used, the Source Materials listed on the cover sheet for this unit are highly recommended: furthermore, the following references are chosen and listed here because they promote the specific objectives of this unit).

   a) Cherioli, Josephine. Beauty Culture, Its Science and Practice, Bruce Publishing Company, Milwaukee, Wisconsin.
   b) Harper's Bazaar Beauty Book, by the editors of

Activities -- Continued

Harper's Bazaar. Appleton-Century-Crofts, Incorporated, New York, New York.

c) Jones, Candy. Finishing Touches. Harper & Brothers Publishers, New York.

d) Jones, Candy. Let's Make Faces, Harper and Row, Publishers, New York.

e) Kibbee, Constance V. Standard Textbook of Cosmetology. Milady Publishing Corporation, New York.

f) Powers, John Robert. How to Have Model Beauty, Poise, and Personality. Prentice-Hall, Incorporated, Englewood Cliffs, New Jersey.

g) Thomas, Gertrude. Modern Textbook of Cosmetology. Milady Publishing Corporation, New York.

h) Thomas, Gertrude. The Art of Modern Hair Dressing. Milady Publishing Corporation, New York.

i) Titus, Paul. Guidance in Buying, Operating and Selling a Beauty Shop. Milady Publishing Corporation, New York.

j) Archer, Elsie. Let's Face It: The Guide to Good Grooming. Lippincott, 1968.

k) Fashion Group, Inc. Your Future in the Beauty Business. Rosen Press, Incorporated, 29 E. 21 Street, New York 10021, 1969.

l) Francis, Dorothy. Another Kind of Beauty. Criterion Books, Incorporated, Abelard-Schuman, Ltd., 257 Park Avenue, New York 10010, 1970.

m) Hall, Marjory. Bright Red Ribbon. Funk and Wagnalls Company, distributed by Thomas Y. Crowell Company, 201 Park Avenue, South: New York 10003, 1961.

n) Partington, Susan. Beauty and Charm: the Model's Way. Hawthorne Press, 1969.

o) Uggams, Leslie. Leslie Uggams Beauty Book. Prentice-Hall, Incorporated, Englewood Cliffs, New Jersey, 1966.

If the interview technique is used to research material needed for each student's five-minute barbering demonstration, the field trip to Phelps Vocational School of Barbering or other local barbering schools and businesses can be arranged as a group trip with time for individual interviewing. Another option is to show children how to conduct a personal interview and then allow them to

Activities -- Continued

proceed individually and independently.

8. Take teacher-made tests in verbal skills including reading, writing, speaking, listening. (These may be linked with activities above).

9. Work in groups in class to write and produce a TV commercial advertising schools for cosmetology or barbering. (Require students to use research skills learned in class such as writing-away, telephone interview, personal interview, to do individual homework gathering data for class work).

   This activity can be used to evaluate total language art competency of students: use teacher-made instruments.

10. Take an attitude inventory test (teacher-made) on service occupations, especially cosmetology: end test with composition component asking student to list various rewards he associates with barbering and cosmetology generally.

11. Students research any of the following words of which they are unsure:

apprentice	invective
brevity	journeyman
business letter	master barber
complimentary close	mild humor
conciseness	personal interview
demonstration	professional service
evaluation criteria	research bibliography
explicate	salutation
acne	satirical humor
alchemy	physiology
anatomy	researcher
attitudinal	retail beauty products
beautician	service occupation
beauty culture	shop supervisor
chemistry	social interaction
cosmetics	telephone interview
hair follicle	verbal competency
licensing	wholesale beauty products
manicurist	wigs
explication	

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Barbering and Cosmetology, LANGUAGE ARTS

Materials:

1. Colored poster paper
2. Colored poster boards
3. Miscellaneous bulletin board materials (pins, scissors, letters, magic markers)
4. Teacher-made evaluation criteria for three-minute skits and finding information
5. Teacher hand-outs on research resources for this unit
6. School stationery for the research/writing activity (stamps should be provided if possible)
7. Film for activity #5 above
8. Teacher handout on How to Conduct a Personal Research Interview
9. Teacher-made tests on content and skills emphasized in this unit
10. Slides and materials from Keystone Publishers on cosmetology (see Activity 6 above)
11. Evaluation sheet for TV commercials advertising local beauty schools

Notes:

Tie-Ins with Specific Career-Related Skills

Increased social competence; improved communication skills; positive work attitudes about service occupations; deeper understanding of the rewards related to service careers and greater awareness of personal worth and competence.

MATHEMATICS

Purpose: To show the students some of the ways that the barber/cosmetologist makes use of mathematics.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Measure distances using a meter stick and/or tape measure.
2. Present statistical data graphically.
3. Use the four basic operations on real numbers.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Determine the minimum and maximum height that the barber's/cosmetologist's chair can rise in both the English and Metric Systems. Also, the students are to determine the height that a child is when the board is placed on the arms of the chair.
2. Measure the length and thickness of the barber's razor and razor-sharpening belt in the English and Metric System.
3. Find out and graph the average price of haircuts and beauty shop service from 1960 to the present per year. The students are to project future costs for the price of haircuts. Find out also the effect of the bush on the price of haircuts. The students are to predict the cost of haircuts for 1973, 1974, 1975, and 1976 using the pattern established. The students are also to note the effect of election years on the price of haircuts. Calculate the average cost of a haircut for the past ten years.
4. Sample the frequency of students going to the barber shop or beauty salon before the bush and after the bush. Using the male population of the school, the students are to determine if the barber shops are making less or more money since the popularity of the bush based on frequency of visits times the cost.

Materials:

1. "Barbering." The World Book Encyclopedia, 1972, 2,

Materials -- Continued

p. 74; "Cosmetics." 1972, 4, 855-856
2. meter sticks
3. tape measure

SCIENCE

Purpose: To help pupils learn about skin care through careful cleansing, diet, and health habits. To learn about diseases of the skin and the normal bacterial population of the skin and other surfaces it comes in contact with.

To examine skin beauty aids for chemical ingredients which may be useless or injurious to an individual's skin.

To learn about the structure of the hair, and how to assess chemicals contained in hair treatments and conditioners.

Objectives: Upon completion of work in this unit, the student should be able to:

1. List the basic food groups from which selections should be prepared every day.
2. Test and rate his own skin for the amount of oil it contains.
3. Classify hair preparations as to short-term effect, long-term effect, safeness for use at home.
4. Make a simple face cream.
5. Describe the cause, symptoms, and cure for ring worm and impetigo.
6. Make, observe, and properly dispose of a bacterial culture.
7. Be able to read the ingredients labels of cosmetic aids and the literature describing them to detect chemicals which might be of dubious value or harmful.
8. Diagram the structure of human hair and skin.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Participate in a discussion on the discovery of Vitamins A, B_2, and C and their role in the health

Activities -- Continued

of the skin. Show the film #2053 "Something You Didn't Eat." Have each pupil keep a 48-hour food chart under four categories: Meats, vegetables, and fruits, starches, dairy products and place a check under each column for each serving he had each day. Help pupils evaluate their charts with each other in teams of four. Each pupil write up his evaluation in terms of general skin condition, amount of energy, degree of constipation, and general feeling of well-being. Collect reports. Study them for individual cases that need the help of the school nurse or home economics or physical education teacher on diet. Summarize (keeping the authors of individual reports anonymous) that a balanced diet will supply vitamins A, B_2, and C and is half the battle of skin care. Tie-in with Home Economics.

2. Experiment. Distribute small squares of brown wrapping paper or store bag paper to pupils. Have pupils divide the squares into four equal parts. Label each part in turn nose, forehead, chin, cheek. Have each pupil on his Observation Report Sheet make a notation of how many hours it has been since he last cleaned his face with soap and water, and since he last wiped his face. Use the paper squares to make one careful wipe of each area listed. Observe the amount of oil affecting the brown paper. This is a rough estimate of the oiliness of the pupil's skin in each area of chin, nose, cheek, and forehead. Let pupil compare his papers with those of others. Estimate whether this is an oily skin, normal, or dry skin.

3. Bring in advertising literature from various sources for soaps and creams especially suited for his type of skin. Discuss these findings with the class.

4. Pupils test various toilet soaps for their emulsifying powers by shaving one (or two) grms of each soap into a test tube containing 10 ml. of water to which three drops of olive oil or its equivalent have been added. Place a thumb over the top of the test tube and shake well.

Activities -- Continued

measure the millimeters of soap suds after letting them settle for one minute. The more the suds, the better the emulsifying power of the brand of soap. Caution: clean test tubes and distilled water will give more reliable results.

5. Discuss with your teacher the dangers of shared toilet articles: combs, washrags, towels, gym socks, and tennis shoes. Have pupils report on ringworm, impetigo, and athletes foot. Tie- in with Physical Education.

6. Prepare sterilized slices of potato or petri dishes of agar for raising microorganisms. Incubate the media at 80° or in a warm dark place. Observe them for growth daily. Describe the colonies. Each team report which source of bacteria (and molds) grew best. Draw some conclusions about borrowing another person's personal items.

7. A. Group Quest: Form a team to clean up, sterilize and destroy the media. Report to the class on the method of sterilizing microorganisms.

   B. Individual Quest: Report to the class on how the beauty parlor and barber shop sterilize their utensils and tools used on customers. What does the law require?

8. A. Discuss the various cosmetics designed for the care of and beautifying the skin and eyes. Have them examine home jars for the ingredients plus any warning labels as to use. List their findings under group headings like: creams, face powder, bathpowder, dry rouge, lotions, and skin tints. Analyze the ingredients for known chemicals and questionable chemicals.

   B. Individual Quest: What are the Food and Drug Administration requirements for labeling skin lotions and creams?

9. Resource Person: Summarize this unit by having a beautician speak to an assembled group about skin and hair care and job opportunities in Cosmetology.

Activities -- Continued

10. Pluck a hair from your head and examine it under the microscope. Look for color, texture, and shape. Have demonstration microscopes set up with Caucasian, Oriental, and Black hairs side by side in the same field of view. Observe and note any differences that they can. Summarize observations of pupils to bring out that round hair tends to be straight and flat hair tends to curl or kink. See the excellent article on "Hair" from the World Book Encyclopedia listed in references.

11. Present the structure of the human skin showing the dermis, epidermis, hair follicle and papilla, and hair. Have pupils learn the parts and be able to label them.

12. Discuss with pupils hair care and styling. Contrast the natural look with the straightened style. Contrast natural shades with tinted shades or dyes. Give an assignment to examine all hair treatment bottles, tubes, and jars at home for the chemicals used in them. Have pupils list the name of the product, its purpose, and the ingredients. List any precautions or warnings printed on the container or in the literature. Arrange products under Bleaches, Dyes, Tints, Straighteners. Analyze ingredients to identify chemical elements and ions familiar to class members from earlier science work.

13. Discuss with pupils the varieties of hair and skin color that occur naturally. Help them discover that color is due to the amount of protein pigment melanin that is deposited in hair and skin cells. Assign special reports on melanin or other topic of interest that has been raised in this unit.

Materials:

1. pressure cooker
2. olive oil
3. various name brand soaps
4. potato or nutrient agar
5. petri dishes

Materials -- Continued

6. microscopes
7. Films (From D.C. Public Library)
   a) "Body Care and Grooming." McGraw-Hill, 1947. (20 min.) jh-a. Includes hair.

   From Twining A-V Center (D.C.Schools)
   b) #67 Body Care and Grooming. B, 17 min., S.

8. Filmstrips (D.C. Public Library)
   a) Charm by Choice, Association Films, 1963 68 fr. Color, Sound el-a (with record).
   b) Foods and Nutrition, EBEC, 80 fr., jh-a.
   c) How Food Becomes You. National Dairy Council (964 56 fr., color, el-a). (with guide).
   d) Brush Up on Your Teeth. A-V Film Service, 47 fr. Color, el-a.

   Twining Media Center (D.C. Schools)
   e) #2052 "Better Breakfast U.S.A." (I.-S.)
   f) # 90 "Care of the Skin," I
   g) #1421 "Healthy Teeth, Happy Smile" S
   h) #1601 "Nutritional Needs of Our Bodies" I-S
   i) #2053 "Something You Didn't Eat" (I-S)
   j) #1572 "Your Protection against Disease" C, 8 mm, P-1.

9. Books
   a) Aherns, Maurice R., Bush, Norris F., and Easley, Ray K. Living Chemistry, Boston: Ginn and Company, 1955.
   b) Archer, Elsie. Let's Face It, Philadelphia: J.B. Lippincott Company, 1968. The guide to good grooming for Girls of Color.
   c) Charles, Ann and DeAnfrasio, Roger. The History of Hair, New York: Bonanza Books, 1970. An illustrated review of hair fashions for men throughout the ages plus a complete guide to hair care.
   d) "Cosmetics." The World Book Encyclopedia, 1972, IV, 855-856.
   e) Dowling, Colette. The Skin Game, Philadelphia: J.B. Lippincott Company, 1971.
   f) Gruenberg, Benjamin and Gruenberg, Sidonie E. The Wonderful Story of You, Garden City,

Materials -- Continued

New York: Doubleday and Company, Incorporated, 1960.

g) Hillier, Norman G. The Life and Beauty of Your Hair, New York: The Devin-Adair Company, 1957.

h) "Hair." The World Book Encyclopedia, 1972, IX, 0-10.

i) Lubowe, Irwin I. and Huss, Barbara. A Teenager Guide to Healthy Skin and Hair, New York: E.P. Dutton and Company, Incorporated, 1965.

j) Partington, Susan. Beauty and Charm the Model's Way, New York: Hawthorne Books, Incorporated. A guide for teenage girls.

k) Ross, Milton S. M.D. Skin and Beauty Health, New York: Funk and Wagnalls, 1969.

l) Showers, Paul, Your Skin and Mine, New York: Thomas Y. Crowell, 1965.

SOCIAL STUDIES

Purpose: To make students aware of the history of and requirements for entering barbering or cosmetology.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Relate the history of barbering and cosmetology and their changes through the years.
2. List some of the services performed now and in the past by barbers/cosmetologists.
3. State the licensing requirements for barbering/cosmetology in the District of Columbia area.
4. Identify several famous cosmetologists/barbers.
5. List some of the social implications of barbering/cosmetology historically.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Research the history of barbering/cosmetology and report to the class the findings for discussion. See "Barbering" and "Cosmetology" Encyclopedia Briticannica for complete history. Notice the Papal decree 1163 and realtionship between barbering and the clergy. Be certain to discuss "bloodletting." Tie-in with Language Arts.
2. Explain after research the origin and symbolic meaning of the barber pole. Tie-in with Art.
3. List and discuss the duties of a barber. Discuss the uniforms, the varied work week, the instruments and fluctuating seasonal business.
4. Individual Quest: Report to the class on the qualifications of a barber/cosmetologist such as licensing, training, examinations for apprenticeship, written examinations, education, finger dexterity, health, etc.
5. Prepare a bulletin board display of hair styles for men and women. Include sketches of

Activities -- Continued

hair styles for men from Biblical Times to the present. Tie-in with Art.

6. Individual Quest: Explain the origin of the "bush" and its psychological significance for Blacks; explain also the significance of long hair for the youth culture.

7. Research and report on the journeymen, barbers, hairdressers, cosmetologists and proprietors' International Union of America. (See bibliography for address).

8. Research and discuss the use of cosmetics in mortuary science, the theater, the movies, and television.

9. Research and report on the history of some of the leading cosmetic firms such as: Coty, Max Factor, Elizabeth Arden, Revlon, Charles of the Ritz, and Christian Dior.

10. List the variety of services performed by a cosmetologist/barber. Visit local beauty salons, barber shops, cosmetic counters of department stores and write personality profiles of those who work there.

11. Make a collage of cosmetic and barbering advertisements; then compose original ones.

12. Resource person: Invite a representative of the local Cardoza Beauty Academy, 7930 Georgia Avenue, Silver Spring, Maryland (tel. 589-5700) to lecture on the story of her business and the type of training her school offers.

13. Individual Quests: Research and report on ways that the public is protected from impure cosmetics, misleading and false advertising, and excessive prices.

14. Make a collage of clippings from the classified section of local newspapers all the available jobs regarding cosmetology/barbering that are being advertised.

Activities -- Continued

15. Individual Quest: Research, write reports, and plan a seminar on how hair styles reflect the social mood of the times or other symbols: example, flapper era, Victorian, Cavaliers and Roundheads (England), Madame de Pompadour (France); the Youth movement of the 1960's and 1970's; monastic orders; the Afro, corn rows, bald heads, etc. Tie-in with Language Arts, Art.

Materials:

1. Newspapers
2. Magazines
3. Scissors
4. Drawing paper
5. Pins
6. Thumbtacks
7. Books
   a) American Hairdresser (Monthly), Service Publications, 16 West 46th Street, New York, New York 10036.
   b) Beauty Fair (Quarterly), Bonomo Culture Institute, 101 West 103 Street, New York, New York 10001.
   c) Barbers, Cosmetologist, Occupational Outlook Handbook, 1970-71, U.S. Department of Labor, Bureau of Labor Statistics, #1650-61.
   d) Careers in Beauty Shops and the Beauty Shop Owner, Institute for Research Publication, Chicago, Illinois, Research #54.
   e) Cherioli, Josephine. Culture, Its Science and Practice, Milwaukee, Wisconsin: Bruce Publishing Comapny, 1965.
   f) Careers in Beauty, a Look at the Future. Clairol, 1290 Avenue of the Americas, New York, New York 10019.
   g) Cosmetology...a Beautiful Career. National Association of Cosmetology Schools, 125 Halsey Street, Newark, New Jersey 07102.
   h) Cosmetology as a Career. Park Publishing House, 516 Viewridge Drive, Angwin, California 94508.
   i) Hairdressing and Cosmetology as a Career. National Beauty Career Center, 3839

Materials -- Continued

White Plains Road, Bronx, New York 10467.

j) Journeymen, Barbers, Hairdressers, Cosmetologists and Proprietors, International Union of America, 1141 North Delaware Street, Indianapolis, Indiana 46207.

k) Kibbee, Constance V. Standard Textbook of Cosmetology. Milady Publishing Company, New York, New York.

l) Langdon, William C. Everyday Things in American Life, New York, New York: Charles Scribner Sons, 1937. Explains story and significance of the red striped barber poles.

m) Your Future in Beauty Culture. Richards Rosen Press, 29 East 21st Street, New York, New York 10010. $2.95. Includes state by state information about cosmetology training and licensing.

8. Free Information

a) Associated Master Barbers and Beauticians of America, 219 Greenwich Road, P.O. Box 17782, Charlotte, North Carolina.

b) General Information, Virginia Huss, Editor, Modern Beauty Shop Magazine, 200 West Adams Street, Chicago, Illinois 60606.

c) Journeymen, Barbers, Hairdressers, Cosmetologists and Proprietors' International Union of America, 1141 North Delaware Street, Indianapolis, Indiana 46207.

d) LaWanda School of Beauty Culture, 1602 You Street, N.W., Washington, D.C.

e) National Association of Barber Schools, Incorporated, 750 Third Avenue, Huntington, West Virginia 25701.

f) National Hairdressers and Cosmetologists Association, 175 Fifth Avenue, New York, New York 10010.

BUSINESS EDUCATION

Purpose: To acquaint students with some of the basic principles of bookkeeping that barbers or cosmetologists who run their own shops would be responsible for knowing.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Classify a list of accounts that would be a part of a barber shop's or cosmetologist's bookkeeping system into assets, liabilities, income and expense or proprietorship accounts.

2. Type a personal reaction paper on the possible business advantages and disadvantages experienced by barbers or cosmetologists who run their own shops versus barbers or cosmetologists who are employed by others.

3. Define in writing and/or select from a list of definitions, terms relating to the bookkeeping aspects of a small service business such as a barber shop or a beauty shop.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Determine the different kinds of equipment and fixtures, supplies, etc., necessary in operating a beauty or barber shop. Using this compiled student list, a teacher led discussion might follow in which the items are broken down into assets, liabiilities, and capital accounts. Further discussion could center around income and expense features incurred in the business. Tie-in with Mathematics.

2. Type a chart of accounts in table form indicating the beginning balance of each account.

3. Prepare a beginning balance sheet for a small beauty or barber shop owned by a member of the class who has expressed interest in becoming a barber/beautician.

4. Discuss the typical business transactions

Activities -- Continued

engaged in by barbers or beauticians and how they affect the income and expense account balances. (Introduction to debit and credit.) Tie-in with Mathematics.

5. Resource Person: Listen to a visiting, practicing barber or beautician discuss earnings and working conditions, training and licensing requirements of his profession.

6. Working in small groups discuss and report to the class their reactions to the following topics:
   a. Recent trends in hair styling for men and women and their effects on earnings and employment of barbers/beauticians.
   b. Tipping and apprenticeship policies related to barbers/beauticians.
   c. Work schedule, health and stamina required of barbers/beauticians.
   d. Personality and/or salesmanship techniques involved in attracting and holding regular customers.

7. Small group/individual quests. Visit a barber/beauty shop and record the actual duties and activities performed by a specific barber/beautician for a period of at least one hour on the basis of a detailed observation chart.

8. Small group/individual quest. Interview a barber/beautician to discuss the general set-up of the bookkeeping system used by that particular shop.

9. Small group/individual quest. Interview a barber/beautician to discuss the purchasing of supplies and inventory practices followed by the shop owner.

10. Discuss the similarities that exist between beauty operators and barbers. The nature of the work, places of employment, training and earning, and working conditions should be discussed.

11. Role-play some of the following situations so as to illustrate the personal relationship

Activities -- Continued

aspects involved in the daily work of a beautician/barber.

a. Making appointments for patrons.
b. Handling a difficult and/or dissatisified patron.
c. Informal conversation sessions between an operator and a new customer, a weekly customer, a young customer, etc.
d. Selling a customer on a new hair style or a new hair or beauty aid.

12. Students research the following words in preparation for a "definition game." Divide class into two groups for contest.

apprenticeship	fixed assets
assets	journal
balance sheet	ledger
capital account	liabilities
current assets	opening entry
disposable income	proprietorship

Materials:

1. Books
   a) Boynton, Lewis, Carlson, Paul, Forkner, Hamden and Robert Swanson. Twentieth Century Bookkeeping and Accounting 23rd Ed. New Rochelle, N.Y. South-Western Publishing Co., 1967. (Chapter 34, "Partnerships").
   b) Shilt, Carmichael, and Wilson. Business Principles and Management 5th ed. South-Western Publishing Co. (Teacher reference on content pertaining to partnerships.)

2. Pamphlets
   a) Employment Outlook (Barbers-Cosmetologists). A reprint from the Occuaption Outlook Handbook, 1970-1971 edition. U.S. Department of Labor, Bureau of Labor Statistics. Bulletin 1650-1.
   b) Hairdressing and Cosmetology. 255.2. National Beauty Career Center, 3839 White Plains Road, Bronx, N.Y. 10467.

Materials -- Continued

3. Film
   a) "Accounting: Basic Procedures" MP-So-16mm. 11 min. Business Education Films, 5113 16th Ave., Brooklyn, N.Y. 11204. (Rental prices for black and white $2.50.)

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Barbering and Cosmetology

HOME ECONOMICS

Purpose: To acquaint pupils with the many facets of cosmetology and barbering and initiate interest for further development by making information available.

Objectives: Upon completion of the work in this unit, the student should be able to:

1. List some of the employment opportunities related to the field.
2. Cite instances of the changes occurring in cosmetology and barbering.
3. Demonstrate improved skills in research and planning.
4. State the importance of teamwork in cosmetology.

Activities: To accomplish these objectives, the student may engage in activities such as:

1. View and discuss the film "Careers in Cosmetology." List the training and qualifications required for this career.
2. Read the booklet, So You Color Your Own Hair. Tell some of the points which you would advise a person to pay special attention to.
3. View the film, "The Switchables." Practice different hair styles on your classmates by using wigs and hair pieces.
4. Field Trip: Visit a local beauty salon and list the job opportunities there.
5. Give a facial and manicure to a member of your home economics class; let him do the same for you.
6. Make a collage of as many different face shapes as possible; suggest appropriate hair styles for each.
7. After discussing with your teacher the proper methods for giving a pedicure, give one to

Activities -- Continued

yourself. Show the results to the class.

8. Research and report to the class the necessity for cleanliness of the skin and scalp to prevent such infections as psoriasis and pediculosis or phthiriasis.

9. Read and discuss the booklet A Profitable Career in Barbering Awaits You.

Materials:

1. Nail polish
2. Clippers
3. Shampoo
4. Nail files
5. Hair pieces, wigs
6. Bobby pins, curlers
7. Manicure sets
8. Hand lotion
9. Tissue, cleansing cream
10. Eye make-up (samples may be secured from local department stores)
11. Lipsticks, rouges, etc.
12. Films
    a) "Careers in Cosmetology" (1967) 16mm Sound (13 min.) This film, in full color, is a dramatization of the many career opportunities that exist in hairdressing and cosmetology. It provides facts on attitudes, qualifications, training requirements, employment opportunities and many other facts to counsel prospective students. Book one month in advance and pay return postage from: National Career Center, Dept. FF3839, White Plains Road, Bronx, New York 10467.

    b) "Switchables, The" (S-129) 16mm Sound (13 min.) This film, in full color, tells the story of a crisis in the lives of a teenager and two women and how pieces and wigs of Dynel save the day. Emphasis is on ease and beauty and ease of style through the use of hair pieces. Book 10 weeks in advance and pay in advance and pay return postage from Association-Sterling Films, 43 West 61st

Materials -- Continued

Street, New York, New York 10023.

13. Booklets
    a) An Exciting Career Awaits You, Hairdressing and Cosmetology, and A Profitable Career in Barbering Awaits You. National Beauty Career Center, 3839 White Plains Road, Bronx, New York 10467.

    b) So You Color Your Own Hair? Tells how to do a little checking and planning first. Available in classroom quantities. Sea Breeze Laboratories, Incorporated, Department ETC, 3126 Forbes Avenue, Pittsburgh, Pennsylvania.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Barbering and Cosmetology

INDUSTRIAL ARTS

Purpose: To help students understand that barbering and cosmetology are industries designed to enhance the personal appearance of men and women and to show the related career opportunities.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Explain in brief the history of cosmetology or barbering.
2. Identify the industrial arts operations connected with cosmetology/barbering.
3. List the various services identified with cosmetology/barbering.
4. List educational and personal qualifications necessary for either of these occupations.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Write a brief paper on the history of cosmetology/barbering including present day manufacturing processes.
2. Field trip: Visit barber shops, beauty parlors and cosmetology establishments to observe the operation and use of hand tools and electrical power-driven tools, equipment and machinery used to enhance the appearance of men and women.
3. Resource Person: Invite local cosmetologist/barber to discuss with the students the kinds of services rendered.
4. Compile information on the educational and personal qualifications needed to enter the field of barbering.
5. Resource Person: Invite Donald Ford, former consultant and salesman for Holiday Magic, a cosmetology firm, to discuss this area of cosmetology.
6. Field trip: Visit Phelps Vocational School or

Activities -- Continued

other barber shops and study first hand the mechanics involved in the operation of the various electrical and hand tools.

7. Resource Person: Invite a member of the Board of Barbering Examiners to discuss licensing, working conditions, and ownership with the students.

GRADE 8

CAREER CLUSTER MODULE

V

HOSPITALITY, RECREATION, AND PERSONAL SERVICE OCCUPATIONS

Unit/Topic - 3 - Mortuary Science

Topic: Mortuary Science

Purpose: To inform students of careers associated with mortuary science.

Main Ideas:

1. A visit to a local funeral establishment may be instrumental in assisting suggested jobs for eighth graders. This exposure may lead to a future interest.
2. The possibility of job opportunities with which students may assist, such as: driving an automobile, arranging chairs, delivering flowers, or cleaning.
3. Through such jobs the student can observe the work that goes on in a funeral home and will have the opportunity to talk with workers regarding necessary training, salaries, etc.

Individual and Small Group Quests:

1. Compose a handbook consisting of career opportunities in mortuary science in the District of Columbia. The handbook should contain specific information on the following: duties, working conditions, requirements and personal qualifications, licensing, training needed to enter the field, possibilities for advancement, and earnings.
2. Prepare a skit or theme on a New Orleans type funeral procession.

Career Opportunities:

1. Unskilled

   gravedigger
   usher

2. Semiskilled

   chauffeur
   embalmer apprentice
   public health technician

Career Opportunities -- Continued

3. Skilled	4. Professional
carpenter	anthropologist
casket designer	clergy
cosmetologist	coroner
embalmer	mortician
floral designer	pathologist
funeral home director	physician
stonemason	

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Mortuary Science

LANGUAGE ARTS

Purposes:

To get accurate information about careers in funeral service.

To realize the dignity of the mortician and his associates, and their value to society.

To learn something about the historical development of embalming as a service occupation.

To realize the commercial values in embalming, cemetery sales, vaults, crypts, caskets, and memorials.

To obtain useful information on the courses required by various schools of funeral service education.

To develop overall verbal competency to grade level and beyond.

Objectives:

Upon completion of this unit, the student should be able to:

1. List careers in funeral services and supportive occupations.
2. Discuss training requirements for embalmers in a variety of states.
3. Demonstrate knowledge of the length of the course of study in at least three funeral service schools in the United States.
4. Present a short historical overview (oral and written) of the development of mortuary science.
5. Demonstrate research skills: locating information, noting relevant detail, organizing coherent reports.
6. State positive attitudes about the dignity and role of funeral service men to society when asked opinion.

Objectives -- Continued

7. Achieve at least grade level in verbal competency tests.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Field trips: Visit local funeral businesses to gather data on these closely associated occupations.

2. Contribute to a class project in writing to state departments of health to get information on licensing requirements in each state.

3. Participate in class research of writing to accredited schools of mortuary science to obtain courses of study: see below for schools and mailing addresses.

American Academy -- McAllister Institute of Funeral Service, Incorporated, New York, New York 10023.
California College of Mortuary Science. Los Angeles, California 90033.
Cincinnati College of Mortuary Science, Cincinnati, Ohio 45229.
Central State College, Department of Funeral Service Education, Edmond, Oklahoma 73034.
Dallas Institute of Mortuary Science, Dallas, Texas 75210.
John A. Gupton School of Mortuary Science, Nashville, Tennessee 37203.
Indiana College of Mortuary Science, Indianapolis, Indiana 46218.
Kentucky School of Mortuary Science, Louisville, Kentucky 40203.
New England Institute of Anatomy, Sanitary Science Embalming and Funeral Directing, Boston, Massachusetts 02100.
Pittsburgh Institute of Mortuary Science, Pittsburgh, Pennsylvania.
San Antonio College, Department of Mortuary Science, San Antonio, Texas 78212.
University of Kansas, Department of Mortuary Science, Kansas City, Kansas 66103.

Activities -- Continued

University of Minnesota, Department of Mortuary Science, Minneapolis, Minnesota 55455.
Wayne State University, Department of Mortuary Science, Detroit, Michigan 48201.
Wisconsin Institute of Mortuary Science, Milwaukee, Wisconsin 53502.
Worsham College of Mortuary Science, Chicago, Illinois 60612.

4. Do library research on the history of embalming as an art and science.

5. Write research briefs demonstrating precise skills of locating information, noting relevant detail, and organizing coherent communication.

6. Present research reports orally to the class. (Subject matter might be chosen from materials received through write-away project or from library research on history of mortuary science.)

7. Take objective, teacher-made tests calling for lists of careers in funeral service occupations as well as facts on state licensing requirements and courses of study at various mortuary schools.

8. Take competency tests in verbal arts: (these evaluations might well be linked with the language activities recommended for this unit.) Self-evaluation as well as interpersonal evaluation devices should be encouraged by the teacher. These tests should include vocabulary such as:

casket	funeral enterprises
cemetery lot	morticians' supplies
commercial profit	mortuary
cremation	mausoleum
crematory	mummy
crypt	pet cemetery
embalming	

9. Respond to attitudinal inventory scales on the values of funeral service occupations. (Informal measures of positive and negative attitudinal response can be applied by the teacher as students engage in the multiple activities designed for this unit.)

Materials:

1. School letterhead, stamps
2. Typewriters (if possible) for "write-away" research on state licensing requirements and courses of study in mortuary schools
3. Teacher-made handout of addresses for state departments of health and addresses of accredited schools of mortuary science.
4. General reference books (use school library, if possible) for research on history of embalming as an art and science.
5. Teacher-made research guide listing questions needed for compiling in a research brief.
6. Evaluation criteria for oral presentation of research reports.
7. Teacher-made objective tests calling for data on careers in the funeral business, licensing, and academic preparation.
8. Competency tests in reading, writing, speaking, listening. (See commercial samples before devising home-made instruments)
9. Attitudinal inventory scales
10. Audio-visual facilities, if possible, to preserve communication activities.
11. Sources of further data on funeral service occupations which students need for research briefs include the following (teacher handout might simply list of these as presented here)
    a. Scholarships for Funeral Service Education. American Board of Funeral Service Education, 201 Columbia Street, Fairmont, West Virginia 26554
    b. Data on Cemeteries. MacCloskey, Monro. Hallowed Ground: Out National Military Cemeteries, Rosen Press, 1968.
    c. Job Description on Funeral Directors. Chronicle Occupational Briefs: Funeral Director, Chronicle Guidance Publications, Inc., Moravia, New York 13118, 1968.
    d. Further Reading on Job Roles. Funeral Service As a Career. Single copy free. National Association of College of Mortuary Science, Broadway at 71st Street, New York, New York 10023.

Materials -- Continued

The Vocation of Funeral Service. Free. National Selected Morticians, 1616 Central Street, Evanston, Illinois 60201.

e. Personal Contacts to Answer Specific Research Questions: Charles H. Nichols, Director, National Foundation of Funeral Service, 1600 - 1628 Central Street, Evanston, Illinois 60201. Robert C. Slater, Professor and Director, University of Minnesota, Department of Mortuary Science, Minneapolis, Minnesota 55455. W. L. Bustard, Executive Secretary, National Selected Morticians, 1616 Central Street, Evanston, Illinois 60201. J. Wilfred Corr, Executive Director, American Certified Morticians Association, Orosi Chapel Study, P. O. Box 5, Orosi, California 93647.

Notes:

Tie-Ins with Specific Career-Related Skills

Greater self-awareness, new goal orientation, more positive work attitudes, verbal astuteness, more facility in communication, research skills.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Mortuary Science

MATHEMATICS

Purpose: To show the students the important role of mathematics in the field of mortuary science.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Measure distances using rulers, meter sticks, and yardsticks.

2. Use the four basic operations on the set of real numbers in calculating the cost of a funeral and the life insurance needs of a family.

3. Solve verbal problems in percentage, including such areas as percent composition of chemical substances used in mortuary science.

4. Find the volume of a rectangular prism.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Measure the length, width, and height of each other and determine the smallest possible casket size for each student. The students are to compare this size with the standard size casket.

2. Make graph of the cost of funerals per year for the last ten years and project the cost of a funeral for the next three years. Determine also the amount of life insurance each member of the family should have in order to be properly buried without affecting the family finances. The students should also determine how much insurance is needed on the family breadwinner by considering the annual family income against the number of years the oldest child can serve as the family breadwinner. Tie-in with Business Education.

3. Find out the percent composition of formaldehyde, mercuric chloride, zinc chloride and alcohol used in the embalmers' fluid. The students are to find out the amount of fluid required for people of varying sizes. The teacher is to make up

Activities -- Continued

a situation involving the deaths of varying size people for a one-week period. The students are to calculate the total amount of embalmer fluid needed for the week and how much of each substance is needed in order to make the embalmer fluid. Tie-in with Science.

4. Using the fact that the human body cools off at a rate of 1 1/2 degrees per hour, the teacher is to make up some problems for the students to compute the hour of death of a person as a coroner would do. Tie-in with Science.

5. List five careers in the field of mortuary science.

Materials:

1. Ruler
2. Meter stick
3. Yard stick

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Mortuary Science

SCIENCE

Purpose:

To inform students of careers associated with mortuary science.

To help the pupils learn about the preserving qualities of formaldehyde when it is injected into the body cavities.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. Identify the major bloodvessels of the human circulatory system.
2. Diagram a simplified version of the circulatory system.
3. Diagram the body cavities of the human body.
4. Describe the disinfecting properties of formaldehyde.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Participate in a teacher-led discussion on the functions of the human body that must stop for a person to be declared legally dead. Ask what causes vital body functions to cease. Help pupils list:

   a. lack of oxygen, or
   b. extreme nerve or brain damage, or
   c. heart pump failure

2. Individual Quest: Have a pupil research the method by which the heart of a patient declared legally dead can be kept working sufficiently well for a heart transplant. Tie-in with Social Studies.

3. Set up a demonstration of blood cells circulating in the capillaries of the tail of a goldfish. Place the gold fish between layers of wet cotton in a half of a petri dish so that only the tail fin protrudes. Place the petri dish on the stage

Activities -- Continued

of a microscope and view the red blood cells traveling through the tail under 100X. The gold fish will survive unharmed for fifteen minutes in this position. Have the pupils hypothesize how the blood cells get down to the tail. Discuss pupils' hypotheses and use these as a basis for introducing the human circulatory system.

4. Learn the names of the superior vena cava, inferior vena cava, aorta, and pulmonary artery and the origin and destination of each of these vessels. Make simplified diagrams of these four vessels in relation to the heart and lungs.

5. Listen to precautions taken in time of tragedy or major disaster to prevent dead bodies from spreading disease: funeral pyres, digging mass graves, etc. Mention the plagues of England and Europe. Ask pupils how a body is prepared for viewing at a funeral so that it will not spread disease. Ask them what organisms associated with humans are responsible for spreading diseases. List bacteria, viruses, and flies. Tie-in with Social Studies.

6. Introduce formaldehyde as an inexpensive chemical which will kill bacteria. This is one of the ingredients of embalming fluid. Show laboratory specimens that have been preserved in formaldehyde (formalin) as evidence of its ability to check spoilage. Ask the question: Where should chemical preservatives like formaldehyde be put into the dead body to preserve it? Use this discussion to introduce the body cavities where microorganisms could reproduce: a) the pulmonary cavity, b) brain cavity, c) abdominal cavity, d) lower colon, and e) urinary bladder. Have pupils locate these on the human torso. Diagram them.

7. Introduce the syringe as a means of injecting fluids into these cavities.

Activities -- Continued

8. Quest: Report on a major plague of ancient or modern times. Compare the disaster with the knowledge of disease and disinfectants at that time.

9. Quest: Report on Joseph Lister's discovery of carbolic acid as the first effective disinfectant in hospitals.

10. Quest: Report on the discovery and uses of formaldehyde.

11. Summarize this unit with a demonstration embalming of a rat killed with ether. Do this only if the class is psychologically up to it.

Materials:

1. Syringe
2. Ether
3. Human torso model (Borrow from biology)
4. Twining A/V Center (D.C.)
   a. #231 "Heart and Circulation" B, (10 min.) S.
   b. #1661 "Heart, Lungs and Circulation" B (11 min.) I-S.
5. Books
   a. Frederick, L.G. The Principles and Practice of Embalming, Dallas, Texas: L.G. Frederick, Publishers.
   b. Gale, Frederick C. Mortuary Science, Springfield, Illinois: Charles C. Thomas, Publishers, 1961.
   c. Polson, Cyril J. et al. Disposal of the Dead, 2nd ed., Springfield, Illinois, Charles C. Thomas, Publishers, 1962.
   d. Zim, Herbert S. and Bleeker, Sonia. Life and Death, New York: William Morrow and Company, 1970.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Mortuary Science

SOCIAL STUDIES

Purpose: To inform the students of the many job opportunities connected with mortuary science.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Explain the socio-economic influence of mortuary science.
2. State how burial practices vary according to the culture and religious beliefs of the society practicing them.
3. List some of the many job opportunities related to this career.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Debate the question: "Resolved: That Man has never accepted the inevitability of death."
2. Research and discuss the influence of religion on burial practices. Example: Why do some faiths cremate within hours after death while others embalm and bury their dead? What are the advantages and disadvantages of cremation?
   a. Jews during the time of Christ.
   b. The early Europeans.
   c. The Christians in early Rome.
   d. The Romans and other ancient civilizations.
   e. Modern India.
3. Form a committee to research and report the history of the funeral director in America.
4. Discuss the special or unique personality and character traits that are desirable in a funeral director.
5. Discuss the topic: "Are We Running Out of Burial Space?" Research and report on:

Activities -- Continued

a. The situation at Arlington National Cemetery
b. Why Harmony Cemetery was relocated
c. Other related situations

6. Read S.R.A. Occupational Brief, #132 for the following information:

   a. Duties and responsibilities of director of embalming
   b. Working conditions
   c. Requirements and personal qualifications
   d. Laws regulating the field
   e. Training
   f. How one enters the field
   g. Advancement possibilities
   h. Earnings

7. Research and report on the licensing requirements for the District of Columbia and adjoining areas.

8. Read catalogs of approved colleges in the Washington area to see what subjects are required of prospective funeral directors or morticians. Which jobs related to mortuary science do not require a degree? If an apprenticeship is required, give the duration of the working day, salary, and other vital information.

9. Research and report on the proceedings which follow the death of a person.

   a. Under what circumstances does a coroner have to perform an autopsy or make a report?
   b. What happens when a poor person dies with no relatives or indigent relatives? Who pays his burial expenses?

10. Quest: Find out what Potters Field referred to in the Bible? Do we have the equivalent today?

11. Quest: Research and report on the meaning of "State Funeral."

Activities -- Continued

12. Form a committee to research and report on the burial societies of Post Civil War Freedmen.

13. Field Trip: Visit a local mortuary parlor. Find out and compare the cost of an average funeral today with one ten years ago.

14. Research the salaries of funeral directors and other employees of funeral establishments. Are These salaries in line with the cost of living today?

Materials:

1. References
   a. Belleau, Wilfred, Funeral Services as a Career, Milwaukee: Park Publishing House. 4141 West Vliet Street, 1956.
   b. Chronicle Occupational Briefs #38. Mortician, Chronicle Guidance Publications, Incorporated, Moravia, New York 13118, 1958.
   c. Habenstein, Robert W. and Lamers, William M. Funeral Customs the World Over, rev. ed. Milwaukee: National Funeral Directors Association, 135 West Wells Street, 1963.
   d. "History of American Funeral Directing, The." rev. ed. National Funeral Directors Association, 135 West Wells Street, Milwaukee, Wisconsin, 1962.
   e. Puckle, Bertram S. Funeral Customs, New York: Frederick A. Stokes Company, 1926.
   f. SRA Occupational Brief #132, "Funeral Directors and Embalmers," Science Research Associates, Incorporated, 259 East Erie Street, Chicago, Illinois 60611.
   g. "Vocation of Funeral Service, The." National Selected Morticians, 1616 Central Street, Evanston, Illinois 60201.

BUSINESS EDUCATION

Purpose: To give students an opportunity to actively explore career opportunities in mortuary science and related businesses by utilizing specific secretarial techniques related to job employment.

To give students an opportunity to become familiar with the vocabulary relevant to wills which is part of the training program within the field of mortuary science.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Compose and type a personal business letter inquiring about job opportunities associated in mortuary science or in businesses associated with it.
2. List the various secretarial steps involved in getting a job and define their makeup. For example, letter of application, personal data sheet, etc.
3. Match a brief definition of a minimum number of the legal terms such as: administrator, bequest, executor, intestate, legal backs, legacy, probate, testator, will.
4. Summarize in typewritten form data collected on field trip experience and/or relate orally to class details of the field trip.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Hold a brainstorming session whereby students suggest various jobs associated with mortuary science. This would include jobs with which students might assist. Teacher might discuss the economic concept of interrelationships that exist between associated businesses as well as products such as cosmetology and mortuary science, flower arrangement, etc.
2. Field trip: Arrange a trip to a local funeral home or a complementary business to inquire about part-time jobs for students.

Activities -- Continued

3. Compose and type letters to local establishments requesting permission to visit and interview an employee affiliated with a job related to mortuary science.

4. Listen to a teacher-led discussion and view a display of various kinds of application letters and personal data sheets and other types of correspondence pertaining to securing jobs.

5. Field Trips: Visit local funeral establishments, flower shops, monument stores, etc. asking about job opportunities and securing other information.

6. Watch a teacher demonstration of typing on legal forms and preparing legal backs for wills and codocils; students practice centering material at the typewriter on legal backs.

7. Prepare a bulletin board of legal terms.

8. Report on the various costs involved in funerals.

9. Type and write letters of condolences. Tie-in with Language Arts.

Materials:

1. Books:
   a. Baty, Wayne N., Business Communication and Typewriting, Wadsworth Publishing Co., Inc. 1962. (Unit 11 "Letters That Get Jobs")
   b. Daughtrey, A.S. Methods of Basic Business and Economic Education. South-Western Publishing Company 1965. (Chapter 12 unit on wills, teacher reference.)
   c. Fisk, McKee and Snapp, James. Applied Business Law, 9th ed. South-Western Publishing Co. (Unit on wills and intestacy.)
2. Booklets:
   a. Backman, Allen, "Consumers Look at Burial Practices" 1956. Council on Consumer Information, Colorado State College, Greeley, Colorado
   b. "What About Funeral Costs?" 272.5 National Funeral Directors Association of the U.S.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Mortuary Science

HOME ECONOMICS

Purpose: To make students aware of the fast-growing industry of mortuary science and its inherent career opportunities.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Develop the ability to distinguish the different facets of mortuary science in order to see the many job opportunities connected with it.

2. Identify problems due to lack of knowledge in certain areas.

3. Determine/analyze skills which need to be developed if one is to succeed.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. View and discuss the film "Funeral Customs the World Over."

2. Describe the different clothing worn in different cultures; divide the class into small groups - each group should design an outfit for a particular culture, and construct a miniature replica of it. Tie-in with Social Studies.

3. Participate in a teacher-led discussion of the many career opportunities in mortuary science which are closely related to the field of home economics.

4. Make a card file showing training requirements for certain jobs and opportunities for advancement in the field of mortuary science.

5. After reading the booklet Floral Designing as a Career. Practice making small designs from artificial flowers. Field Trip: Visit the local florist shops to get ideas.

6. Field Trips: Visit funeral homes and write reports on these. Play particular attention to decoration.

Activities -- Continued

7. Select clothing for different members of a bereaved family; for decedents of varying ages.

Materials:

1. Film:
   "Funeral Customs the World Over" (45005) 16mm Sound (15 min.) This film contains fascinating and unusual accounts of the customs and traditions surrounding the burial of the dead in various cultures and nations of the world. Funeral establishments, processions, burial receptacles, religious functionaries and government attitudes portray the deepest feeling of each culture toward a universal experience. Book at least ten weeks in advance, and give at least two alternate dates. Order from Association-Sterling Films, New York, New York 10023, 43 West 61st Street.
2. Booklets:
   a. Mortuary Science Occupations. Michigan Employment Security Commission, Employment Service Division, United States Employment Service, 7310 Woodward Avenue, Detroit, Michigan 48202.
   b. Funeral Service - A Heritage, A Challenge, A Future: What About Funeral Costs? The American Funeral: For the Living: The Last Full Measure. National Funeral Directors Association of the United States, Incorporated, 135 West Wells Street, Milwaukee, Wisconsin 53203.
   c. Floral Designing as a Career. Rittners School, 345 Marlborough Street, Boston, Massachusetts.
3. Artificial flowers
4. Ribbons
5. Wire
6. Samples of materials
7. Thread
8. Scissors

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation and Personal Service Occupations
Mortuary Science

INDUSTRIAL ARTS

Purpose: To assist students in understanding this kind of service to man and to show the many career opportunities related to mortuary science.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Explain why the mortician is a necessary, respected member of the community.
2. List the requirements for entry into the undertaking profession.
3. State some of the careers related to mortuary science.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Field Trip: Visit Rhine or Stewarts Funeral Homes and request an interview and inspection of facilities and make a written--oral report. Tie-in with Language Arts.
2. Write job descriptions related to mortuary science.
3. Field Trip: Visit Fort Myer (Arlington Cemetery) and give reports on activities and careers of the U.S. Army soldiers working in the field of mortuary science.
4. Field Trip: Visit the Old Dominion Casket Company on 1501 North Capitol Street and the Johnson Casket Company at 4908 Georgia Avenue and report their findings to the class.
5. Field Trip: Visit a stonemason, steel vault manufacturer, and a builder of monuments, conduct an interview and inspect the plant. Tie-in with Social Studies.
6. Resource Person: Listen to and discuss careers with visiting funeral directors, morticians, nurses, etc.

GRADE 8

CAREER CLUSTER MODULE

V

HOSPITALITY, RECREATION, AND PERSONAL SERVICE OCCUPATIONS

Unit/Topic 4 - Hotel - Motel Management

Topic: Hotel-Motel Management

Purpose: To inform the eighth grader of excellent opportunities for young people in every area of hotel and motel work, and to combine academic learning with preparation for future employment.

To make the students aware of the sharp increase in the numbers employed in hotels and motels throughout the 1970's.

Main Ideas:

1. There are excellent opportunities for young people in every area of hotel and motel work.
2. There are opportunities for the handicapped to perform specific jobs.

Individual and Small Group Quests:

1. With the assistance of the art teacher, design a miniature motel and hotel, and list and illustrate the jobs available.
2. Write articles on background, education and training, and significant work traits associated with hotel and motel management.
3. Compile written articles and combine to form a book.

Career Opportunities:

1. Unskilled

baggage porter
bell boy
bus boy/girl
doorman
elevator operator
garage attendant
hat check personnel

2. Semiskilled

bartender
cashier
counterman/girl
head porter
house detective
housekeeper
information clerk

Career Opportunities -- Continued

1. kitchen helper
   linen room personnel
   lobby porter
   palor maid
   porter/food preparation
   washroom attendant

2. maintenance
   plumber
   rack clerk
   storeroom clerk
   telephone operator
   waiter/waitress

3. Skilled

   auditor
   catering manager
   chef
   cook
   credit manager
   dining room supervisor
   food production supervisor
   headwaiter
   housekeeper
   maintenance engineer
   restaurant manager
   sales manager
   social hostess

4. Professional

   dietitian
   hotel/motel manager
   hotel administration instructor
   test kitchen home economist

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Hotel-Motel Management

LANGUAGE ARTS

Purpose:

To learn about the wide variety of jobs in the hotel-motel business.

To see the feasibility of growing up to own and operate a hotel-motel business.

To develop research skills with carry-over value for hospitality-related jobs.

To improve overall language arts skills in preparation for future careers involving communication efficiency.

To enjoy sharing specific information on the rewards of careers in the hotel-motel business.

To extend creative behavior by participating in the design and implementation of a unit culmination.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. List 10 to 12 jobs in the hotel-motel business.
2. Discuss orally and in writing how an ambitious young person can get into the hotel-motel business.
3. Demonstrate research expertise.
4. Give evidence of grade level competence in reading, writing, speaking, and listening skills.
5. Demonstrate positive social interaction skills.
6. Demonstrate creative behavior through planning and executing a unit culmination.

Activities:

To accomplish the objectives the student may engage in activities such as:

1. Participate in teacher-directed lessons to organize the research resources for this unit.

Activities -- Continued

2. Contribute to a periodical research lesson by bringing in articles on hotel-motel management from popular magazines or from the selected list shown here:

   American Motel Magazine (monthly), 5 South Wabash Avenue, Chicago 3, Illinois

   Hotel Management (monthly, including Motor Hotels,) Ahrens Publishing Company, 71 Vanderbilt Avenue, New York, New York

   Motel (monthly), 154 East Erie Street, Chicago 11, Illinois,

   Tourist Court Journal (monthly), Hansen & O'Leary, 11707 East Colifax Avenue, Denver 8, Colorado.

   (Preordered classroom copies of these specialized periodicals would be valuable for this unit.)

3. Help create a "picture box" on this unit. Clippings of newspaper/magazine pictures, polaroid shots, standard camera shots on persons, places, things related to hotel-motel management are appropriate. Each student is responsible for producing one picture.

4. Do "write-away" research to the following sources to obtain precise information on career opportunities and requirements:

   a. Associations
      1. American Hotel Association, 221 West 57th Street, New York City.
      2. American Motel Association, 75 North Maple Avenue, Ridgewood, New Jersey,
      3. American Motor Hotel Association, V.F.W. Building, Ridgewood, New Jersey.
      4. Best Western Hotels, 4217 East Ocean Boulevard, Long Beach 3, California.

   b. Special Publications
      1. Council on Hotels, Restaurants, and Institutional Education. Scholarships in Hotel and Restaurant Schools. Statler Hall, Ithaca, New York.

Activities -- Continued

2. Heinz, H. J. Careers for Youth in the Food Service Industry. H. J. Heinz Association, Pittsburgh, Pa.
3. Institute for Research. Executive Careers in Hotel Management and Motel Operation. (Research Monograph #34). Institute for Research, Chicago, Illinois, 1971.
4. McDonnell, Virginia B. Careers in Hotel Management. Julian Messner, Incorporated for Simon and Shuster, 1 W. 39th Street, New York 10018, 1971.

c. Further references: (Especially useful in multiple quantities for classroom reading/cutting.)
1. Futures Unlimited in Executive Housekeeping. National Executive Housekeepers Association: Business and Professional Building, Gallipolis, Ohio 45631 (614) 446-4800.
2. In Choosing a Career: Consider Executive Housekeeping. See above for mailing address and phone.
3. Sonnabend, Roger P. Your Future in Hotel Management. Rosen Press, Inc.: 29 East 21st Street, New York, New York.
4. Witzky, Hubert K. Your Career in Hotels and Motels. Dodd, Mead & Co: 79 Madison Avenue, New York, New York 10016, 1971.

5. Do library research, using especially the following selections on hotel-motel management:

Abbott, Karl P. Open for the Season. Doubleday & Company, Garden City, New York.

Boomer, Lucius Messenger. Hotel Management, Principles and Practices. Harper and Brothers, New York.

Capper, W. Bentley, Editor, Practical Hotel Management, Practical Press, Ltd., Salisbury Square, London.

Harris-Kerr-Foster Company. Trends in Hotel Business (an annual publication). Harris-Kerr-Foster Company, New York.

Activities -- Continued

Hilton, Conrad. The Man Who Bought the Waldorf. Duell, Sloan & Pearce, New York.
The Hotel Redbook - the standard hotel guide of the American Hotel Association.
Jarman, Rufus. Bed for the Night. Harper & Brothers, New York.
Kane C. Vernon. Motor Courts - From Planning to Profits. Ahrens Publishgin Company, New York.
Lundberg, Donald E. Personnel Management in Hotels and Restaurants. Burgess Publishing Company, Minneapolis.
National Motel Bluebook. National Hotel Publishing Company, Chicago.
Young, Perle A. Practical Knowledge for Hotel Success. Published by Perle A. Young, Beverly Hills, California.

6. Create illustrated research briefs on careers in hotel-motel management. (Use pictures from "picture box" and data from write-away and library research lessons.) Done on 18" x 24" paper, these briefs can be displayed as part of the unit culmination.

7. Present oral research reports to the class on opportunities and requirements for careers in the hotel-motel business. (These can be two-minute condensations of the illustrated research briefs.)

8. Take language art competency tests (multi-factored) to check on rate of progress in reading, composition, speaking, and listening.

9. Take teacher-made content tests on material in this unit, including data on preparation for this career, how to go about buying a business of this kind, rewards in this occupation, and vocabulary such as executive housekeeper, franchise, hospitality, hotel-motel curriculum, investment, mortgage, motel chain, overhead, remuneration.

10. Design and implement a unit culmination - "Our Hotel-Motel Convention." (Prepare booths where information on aspects of various careers can be supplied. Some interesting means of communication at the various booths (stations) might be 1) audio tapes

Activities -- Continued

made by student, 2) students speaking, 3) display of illustrated research briefs made in this unit, 4) leaflets created by English classes and produced in art and industrial arts, 5) videotapes, 6) guest speakers from local motel-hotel enterprises, 7) a hotel-motel newspaper in multiple copies for free distribution to the convention comers.

Materials:

1. List of "common resources" in this unit prepared by the teacher
2. Dittoed list of periodicals, professional associations, special publications, and further references for "write-away" research activities.
3. List of selected books for library research
4. Memorandum to students from teacher on the "picture box" assignment
5. Large 18" x 24" sheets of paper (one per student) for illustrated research brief.
6. Paste, scissors, old real estate section of newspaper and business ads for clippings and reports
7. Teacher-made tests of competency in reading, writing, speaking, listening. (Correlate with performance activities when possible.)
8. Tests (teacher-made) on unit content
9. Miscellaneous materials for unit culmination "Our Hotel-Motel Convention"
   a. audiotapes and recorders student-designed and produced information leaflets
   b. videotapes and players
   c. materials for producing a hotel-motel newspaper
   d. materials for constructing booths
10. School stationery, stamps, typewriters for "write-away" activities.

Notes:

Tie-Ins with Specific Career-Related Skills

Self-assurance, improved social interaction skills, advanced research skills, more positive work attitudes, understanding of preparation needed for adult occupations, advanced communication skills, improved visual and manual dexterity, more financial know-how, consciousness of direct relationship between input and output in work situations.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Hotel-Motel Management

SCIENCE

Purpose: To help pupils learn that one facet of hotel-motel management is to keep rooms sanitary and free from insect pests.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Name and draw accurately the shapes of ants, termites, and roaches.

2. Write at least ten facts about each of these pests' living habits.

3. Describe a good method for getting rid of such pests.

4. Be aware and be able to give examples of long-range ecological effects of poisons used to control these pests.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Field Trip: Take a walking trip around the outside of the school building looking for ants, termites, or roaches. Instruct pupils to look for buried wood stakes, ant hills, trash receptacles, and other likely places to locate these insects. Use empty pill bottles to gather specimens of insects found and bring them back to the classroom.

2. Discuss the findings of the outside trip. Map the locations of insect homes with reference to the building and grounds. Use the dissecting microscope to examine the body forms carefully of ants. Contrast this form with termites. (In case no termites were found be sure to offer extra credit to pupils who bring in wood containing termites. These can be kept successfully in a plastic bag with their wood in the hydrator of a refrigerator.)

3. Make drawings of both dorsal and lateral views of

Activities -- Continued

the ant, termite, and cockroach being particular about the structural differences between the first two. Learn body regions: head, thorax, abdomen.

4. Quests: Assign teams of pupils to do book research on one of the following topics:

   a. Life of the black ant.
   b. Life of the carpenter ant.
   c. Life of the red ant.
   d. Life of the termite.
   e. Life of the German cockroach.
   f. Life of the American cockroach.

   Prepare reports to give to the class that emphasize their beneficial activities; their harmful activities; and the effective means for controlling each. Tie-in with Language Arts.

5. Collect specimens of each of these insects, kill them in carbon tetrachloride, and mount them in a cardboard box bottom to display their structures.

6. Discuss with pupils the means of insect controls: sprays, natural enemies, various insecticides, and making the habitat undesirable by removing water, wood, or food, or changing the temperature.

7. Discuss the dangers of using insecticides that may also poison honey bees, earthworms, ladybird beetles and other useful insects.

8. List the ingredients of home sprays, powders, and liquids used for roach and ant control. Be careful in handling these materials. Put these chemicals on the blackboard to make names of chemicals known to all class members.

9. Resource Person: Invite an entomologist or ecologist familiar with the long-range effects of insecticides to talk to the class on alternatives to poison control.

Materials:

1. Books
   a) Gaul, Albro T. The Wonderful World of Insects, New York: Holt, Rinehart, and Winston, 1960
   b) Hutchins, Ross E. Insects, Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1966.
   c) Klots, Alexander B. and Elsie E. 1001 Questions Answered About Insects, New York: Dodd, Mead and Company, 1964.
   d) Lanham, Url. The Insects, Columbia University Press, 1964.
   e) Larson, Peggy P. and Mervin W. All About Ants, Cleveland: The World Publishing Company, 1965.
   f) ____. Lives of Social Insects, Cleveland: The World Publishing Company, 1968.
   g) Teale, Edwin A. The Insect World of Henri Fabre, New York: Dodd, Mead, and Company 1957,

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Hotel-Motel Management

MATHEMATICS

Purpose: To show the student that mathematics is important in establishing and managing hotels and motels.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Solve verbal problems in percentage, including problems involving taxes, tax rates.
2. Use the four basic operations on real numbers.
3. Identify and use appropriate formulas for perimeter, area and volume to solve meaningful problems.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Find out the size of the rooms and the cost for one night as well as the other services offered at three different motels and/or hotels in order to determine which motel has the best price.
2. Find out how much it costs to build a certain motel or hotel and the number of rooms in the motel or hotel with the cost of each room. Assuming that the rooms are paid for every day by patrons, determine how many days it would take for the motel to earn its cost.
3. Determine whether it costs more to run a motel than it does a hotel.
4. Calculate the amount of sales tax that the motel and/or hotel collects if every room is rented everyday for a one-year period.
5. Indivudual Quest: Research and report to class on percent occupancy required for "break-even"; and profit levels. Tie-in with Business Education.

Materials: Information on three different motels and/or hotels such as size of rooms per cost.

Notes:

Tie-Ins with Other Subject Areas

Business - management of hotels and motels as well as cost of renting rooms.
Home Economics - planning of meals, banquets, parties, etc.

SOCIAL STUDIES

Purpose: Today, as well as in earlier times, a place to sleep or rest is extremely important to man. The inn, during biblical times and in medieval England and colonial America, fulfilled this need, as does the motel/hotel for our way of life today. With the coming of the automobile, however, wayside accommodations have become "big business," and those who have chosen to seek careers in this area have by and large been able to reap huge profits.

It is therefore important that all students learn about the job opportunities in the hotel/motel business before choosing a career.

Objective: Upon completion of work in this unit, the student should be able to:

1. Explain the history and importance of hotel-motel management.

2. List the qualifications, working conditions, earnings, advantages and disadvantages of hotel-motel management.

3. Identify the various institutions that offer training for this booming industry.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Individual Quests: Research and report to class on:

   a. Biblical times.
   b. The Shakespeare period in England.
   c. The Inn in Colonial America
   d. A modern motel or hotel today.

   Highlight the following features:
   a
   a. architecture
   b. facilities

Activities -- Continued

c. life style of the clientele
d. services rendered

Tie-in with Language Arts.

2. Draw sketches or construct cardboard replicas of models for each period discussed. Tie-in with Art.

3. Write a personality profile for the proprietor or manager of an inn from one or more of the historical periods.

4. Individual Quest: The first motel, the Milestone, opened in 1926 at San Luis Obispo, California midway between Los Angeles and San Francisco under the management of Arthur S. Heineman, an architect. Research and report to the class vital information concerning this major event.

5. Group Quest: The inn in early England occupied a very important role in the social and literary life of the people. Form a committee and request the aid of the Language Arts teacher in researching plays in which the inn setting is used.

6. With the aid of the Art and/or Industrial Arts teacher construct a replica of a medieval inn.

7. Write a composition to describe what might have happened at an inn during "stage coach" days. Tie-in with Language Arts.

8. Compare rates at motels and hotels twenty years ago with those of today. Construct a chart and explain why there is such a contrast. Relate this comparison to any of the historical periods previously mentioned. Tie-in with Business Education.

9. On a map of the District of Columbia locate and mark the sites of hotels and motels in the area.

Activities -- Continued

10. Individual Quests: Research and report on how the following hotel chains became what they are today. Include these nationally known ones in your report:

    a. Hilton
    b. Holiday Inn
    c. Sheraton
    d. Howard Johnson

11. Identify some Black hotel and motel proprietorships here and elsewhere. Are there other proprietorships by other minority groups?

12. Resource person: Invite a representative from one of the major chains to discuss the "franchise" its advantages and disadvantages.

13. Individual Quest: Research and report on the credit card industry (Diners, Carte Blanche, American Express, Bankamericard, Master Charge) and explain how it has helped the hotel-motel industry.

14. Make a bulletin board display of advertisements of hotels and motels; send for brochures. Discuss sources specified in advertisements. Role play ordering or providing some services.

15. Research and discuss the jobs that are made available by this industry. Creatively design a cover and compile a booklet which describes and lists available jobs in this industry.

66. Research and report on the salaries, working conditions, and work hours of the various employees of a selected hotel or motel.

17. List the hotel-motel training schools in the area and discuss the curriculum of each.

Materials:

1. References
   a) Harley, Ruthur. Hotel, New York: Doubleday Publishers, 1967.

Materials -- Continued

b) Hilton, Conrad, Be My Guest, New York: Prentice-Hall Publishers, 70 5th Avenue, 10011. (An autobiography).
c) Ross, Isabel, Taste in America, New York: Thomas Y. Crowell Co., 1967. (Discusses the tavern).
d) Spence, Elizabeth George. Life in Colonial America, New York: Random House Publishers, 201 East 50th Street, 1963.
e) Kieran, John and Golinkin, Joseph. The American Sporting Scene with Pictures, New York: Macmillan Company, 1946.

2. Free Information
a) American Hotel and Motel Association, 221 West 57th Street, New York, New York 10019.
b) Lewis Hotel Training School, 2301 Pennsylvania Avenue, N.W., Washington, D.C. 20037. Send for brochure, "Your Golden Opportunity."
c) "Food on the Road," Hospitality Magazines, 5 South Wabash Avenue, Chicago, Illinois 60603.
d) "So You Want to be a Motel Manager," Tourist Court Journal, Temple Texas. (See also: "Some Observations of Getting into the Motel Business.")
e) "Motel Manager," Chronicle Guidance Publications, Chronicle Occupational Briefs #071, Moravia, New York.
f) "Management Manual for Motor Hotels," Hospitality Magazines, 5 South Wabash Avenue, Chicago, Illinois 60603.
g) "Scholarships in Hotel and Restaurant Schools." Council on Hotel, Restaurant, and Institutional Education, Statler Hall, Ithaca, N.Y.

3. Sample Periodicals
a) Innkeeping, 105 West Adams Street, Chicago, Illinois.
b) Hotel Bulletin, 543 Madison Avenue, New York New York.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation and Personal Services
Hotel-Motel Management

BUSINESS EDUCATION

Purposes: To give students an opportunity to examine the hotel-motel business as one which makes use of people with many different skills.

To give students an opportunity to become aware of the various ways business enterprises secure loans and financial aid in order to start their own business.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Type a list of the services offered to paying guests by a large modern hotel or motel and compare these services to those provided by a small motel or country hotel.

2. Compare specific job opportunities available in these different situations.

3. Discuss in writing the different institutions that a Black businessman might consider in obtaining a loan to start his own motel-hotel business, citing advantages and disadvantages of each.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Brainstorm at the typewriter why the hotel field is an exciting one to work in using an appropriate "TS". Have the students compare the different responses.

2. Listen to a teacher-led discussion on what hotels and motels are like including some of the following points:
   a. Main purpose of hotels and motels.
   b. Price of rooms in comparison to quality of and services provided guests -- different approaches to meet different peoples' interest and needs.
   c. Extra services offered by hotels and motels.

Activities -- Continued

3. Working in small groups, research job characteristics and opportunities from one of the following parts of the business: Front office jobs, service department jobs, housekeeping jobs, maintenance, laundry, food service, entertainment, accounting jobs, protection jobs and administration. Using the hotel and motel directory and the yellow pages, student groups may compose letters requesting information about job opportunities within their selected area. This activity could also include a visit to a local motel or hotel to secure more information.

4. Report on Ed Murphy's projected 7.5 million Black-owned hotels to be in operation in 1973 (see materials section).

5. Discuss the following topics which relate to how businessmen secure loans:
   a. Basic types of institutions whose business it is to loan money.
   b. Economic Development Administration's role in granting loans compared to a Small Business Administration loan.
   c. Have a representative from POWER talk to the class on ways of getting more Blacks into Washington business enterprises. Tie-in with Mathematics, Social Studies.

6. Panel discussion group on the job relationships that exist between the personal service businesses, recreation businesses, and hotel-motel management businesses discovered while participating in activities connected with this occupational cluster.

7. Individual-Group Quest: Relate personal experiences in connection with using the services of a particular motel or hotel.

8. Individual-Group Quest: Make a picture scrapbook of different kinds of hotels-motels.

Activities -- Continued

9. Individual-Group Quest: Make up a directory of local motels and hotels on the basis of low, medium and high price rates or convention/banquet facilities, etc. Tie-in with Social Studies.

Materials:

1. Books
   a) Beaumont, John and Kathleen Langan, Your Job in Distribution. Gregg Division McGraw-Hill, 1968. (Part 23, "Jobs in Hotels and Motels", Part 24-25, "Personal Service Businesses", and Part 26, "Jobs in Recreation Businesses.)
   b) Wilhelms, Fred, Heimerl, Romon and Herbert, Jelley. Consumer Economics. 3rd. ed. Gregg Division McGraw-Hill, 1966. (Part 10, "Borrowing Money".)

2. Pamphlets
   a) "Motel-Hotel Management Training". (299.2) North-west Schools, 1221 NW 21st Ave., Portland, Oregon, 97209.
   b) "New Careers in Hotel-Motel Management" (299.3)

3. Newspaper
   a) "The Gamble of a Black Businessman". by Aileen Jacobson. Washington Post/Potomac, Jan. 16, 1972. pp. 13-16, 32.

4. Films
   a) "Getting Started". (Financing a new business) MP-So-16mm, 14 min. Free loan basis. National Association of Manufacturers, Film Bureau, 277 Park Ave., NY, NY 10017.
   b) "How Banks Serve". MP-So-16mm, 11 min. Free rental basis: Federal Reserve Bank of Atlanta, Bank and Public Services Department, 104 Marietta St. NW, Atlanta, Ga. 30303.
   c) "How to Use Your Bank". MP-So-16mm, 10 min. Rental price $2.50. Business Education

Materials -- Continued

Films, 5113 16th Ave., Brooklyn, N.Y., 11204.

Notes:

Tie-Ins with Specific Career Related-Skills

Skill in knowing how to secure a loan for business purposes is important in occupations such as: administrative jobs in motel and hotel management, other small businesses, e.g., barber shop, beauty salon.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation, and Personal Services
Hotel-Motel Management

HOME ECONOMICS

Purpose: To give the students an opportunity to become aware of the many services and positions available in the area of hotel-motel management.

To broaden the understanding that preparation in the area of home economics is very important for future employment.

Objectives: Upon completion of work in this unit, the student should be able to:

1. State the high availability of careers in hotel-motel management for persons with home economics education.

2. List some of the careers in hotel-motel management.

3. Give some of the training requirements for careers in the field.

4. Demonstrate some of the basic skills necessary for persons in hotel-motel positions.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Field Trip: Make a 1-day tour of local hotels and motels and report on the following aspects:

   a. decorations in the lobbies, hallways, bedrooms - notice color schemes, spreads, pictures, floor coverings, etc.
   b. dining areas: table, lights, decorations, flower arrangements, dishes and furniture.
   c. food preparation: equipment, utensils, etc.
   d. observe the dress, hair, uniforms of all people employed at the various establishments.
   e. good and bad traits and habits for people engaged in the various service capacities.

2. Resource person: Invite a representative from

Activities -- Continued

one of the local motels or hotels to speak to the class on the advantages and disadvantages of certain positions, salaries, and opportunities for advancement.

3. View the film: "Inside Four Houses". Pick out details which may be used in hotels or motels to make them more beautiful. View the film: "Foods, Fats and Fryers". Check to see how many of these foods are practical for a motel or hotel. Notice the care of equipment.

4. Make breakfast, lunch, and dinner menus for a week for a motel or hotel. This can be done in groups and illustrated with pictures.

5. Improvise a motel scene. Have one group of students decorate the entrance; one, the dining area; one, the bedroom, one, the kitchen, and another, an office. Then role play a manager, various staff members, and customers. Read the booklets listed to get ideas.

Materials:

1. Booklets
   a) American Bakers Association, 1700 Pennsylvania Avenue, N.W., Washington, D.C. 20006. Look Ahead, the Future is Bright and Dietitians in Demand.
   b) American Hospitality...In Hotels and Motels. American Hotel and Motel Association, 221 West 57th Street, New York, New York.
   c) Council on Hotel, Restaurant, and Institutional Education, Statler Hall, Ithaca, New York 14850.
   d) Buffet Catering and Decorating. The Culinary Institute of America, 393 Prospect Street, New Haven, Connecticut 05111.
   e) Your Career in the Hotel-Motel Industry. Educational Institute of the American Hotel and Motel Association, Michigan State University, Kellog Center, East Lansing, Michigan 48823.

Materials -- Continued

f) Purchasing as a Career and Your Career in Purchasing Management. National Association of Purchasing Management, Incorporated, 11 Park Place, New York, New York, 10007.
g) Motel-Hotel Management Training and New Careers in Hotel-Motel Management. Northwest Schools, 1221 N.W. 21st Avenue, Portland, Oregon 97209.
h) Japanese Forest Mushroom Recipe Cards. This is a set of six beautiful color cards, each of which features one recipe. Sealtest Food Consumer Service, 605 Third Avenue, New York, New York 10016.
i) Your Future in Hotel Management. $2.79. Richards Rosen Press, Incorporated, 29 East 21st Street, New York, New York 10019.
j) Your Career in Hotel-Motel Industry. Free. American Hotel and Motel Association, 221 West 57th Street, New York, New York.
k) The Hotel Directory.
l) The Motel Directory.

2. Films
a) "Foods, Fats and Fryers" 16mm Sound (20 min.) This is a film designed for the Food Service Industry. A variety of fried foods are illustrated and methods in frying them. Order four weeks in advance; pay return postage. Available from: Armour and Company, Mr. M.L. Wayne, Audio-Visual Director, P.O. Box 9222, Chicago, Illinois 60690.
b) "Inside Four Houses" (1963) 16mm Sound (40 min.) This film, in full color, presents ideas and inspiration for those interested in interior design. Book three weeks in advance; pay return postage. Armstrong Cork Company, Mr. Clyde O. Hess, Manager, Press Relations - Public Relations Department, Liberty and Charlotte Streets, Lanchester, Pennsylvania 17604.

Career Development Curriculum Guide: Grade 8
Hospitality, Recreation and Personal Service Occupations
Hotel-Motel Management

INDUSTRIAL ARTS

Purpose: To introduce the students to the many careers related to the operation of an efficient hotel or motel.

Objectives: Upon completion of work in this unit, the student should be able oo:

1. Make a replica of a hotel-motel complex.
2. Identify and create some of the printed forms which facilitate management.
3. Perform some of the duties necessary to the proper management and maintenance of hotels and motels.
4. Explain some of the laws in the District of Columbia relative to hotel-motel management.
5. List some of the vocational/career opportunities in hotel-motel management.

Activities:

1. Group Activity for Woodworking Class: Construct a model of a hotel/motel complex on plyboard. Consider the following things in designing your project:
   a. access to a main highway
   b. room divisions to allow for economy or family accommodations
   c. sufficient parking facilities for number of rooms available
   d. landscaping
   e. size and shape of swimming pool
   f. how weather conditions and geographical location will influence the materials and style you select for your project
2. Graphic Arts. Design and print the following forms that will increase the efficiency of hotel-motel management.
   a. a checklist of suggested menus for breakfast room service. Include both special and à la

Activities -- Continued

carte prices.

b. a directory and map showing the locations of local movies, theaters, restaurants, train and bus stations, and other tourist attractions. List also the telephone numbers for taxis, etc.

c. a questionnaire on which the guests will evaluate the service rendered and offer suggestions for improvement. Tie-in with Language Arts.

3. Woodworking. Bring a small article of badly damaged furniture to the class. Sand away the old finish and refurbish it.

4. Research and report on laws of the District of Columbia Code that govern hotel-motel management. What implications are there for persons with industrial arts skills and/or training?

5. Mechanical drawing. Draw a lay-out of the metropolitan area showing how the Metro will influence the location of hotels and motels.

Materials:

1. plyboard, points, brushes, staydry
2. drafting paper, sand paper
3. artificial trees, grass, shrubs, etc.
4. articles of old furniture
5. stains, varnishes
6. copy of D.C. Code